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TIMES PAST — THE TIMES

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Fee cuts mean student cuts

During the lifetime of this Government Sir Keith Joseph has acquired a reputation as a minister who does not always practise what he preaches. He found at the Department of Industry that political reality often did not allow the kind of action associated with his ideology. "Lame ducks" were rescued and ailing industries were not left to the mercy of the market in the way which had been threatened.

Last week Mrs. Nicky Harrison, chairman of the Association of Metropolitan Authorities' education committee, pointed out the latest, less welcome, example of his inconsistency in the decision to halve undergraduate fees. Mrs Harrison's statement was a worthy, if belated, attempt to focus attention on a measure which slipped through with little comment shortly before Christmas.

At first sight it may have appeared to be a rare piece of good news for the hard-pressed student, but the Department of Education and Science has not disguised its objective: to cut the number of students entering colleges and polytechnics. The marginal cost of providing extra places on degree courses was less than the £900 fee, thus providing an incentive which had to be removed.

How this squares with the free operation of market forces, let alone the Government's stated view on marginal costs in fee calculations, is anything but clear. When full cost fees were introduced for overseas students, those who argued that the new level should rather reflect marginal costs were given short shrift by ministers. Now, however, the Government finds it convenient to use the argument it rejected previously, and incidentally will widen the gap between home and overseas students' fees yet further.

Since the majority of home students have their fees paid by local authorities, the only beneficiaries will be those students from EEC countries, who were able to pay less while those from the Commonwealth and elsewhere suffered the introduction of full-cost fees. Not surprisingly, EEC students were the only group to grow last year. No doubt this trend – and the resentment openly displayed in less fortunate countries – will continue in 1982.

But the most serious objection to the latest tinkering with fee levels must be its effect on home student numbers. At a time when the 18-year-old population is rising to record levels, it is nothing short of scandalous that institutions should be discouraged from trying to keep pace with rising demand by raising staff/student ratios and increasing their own efficiency. A Goverment pledged to minimize official interference intervenes to prevent just the sort of entrepreneurial initiative it advocates elsewhere for the sake of relatively small savings and with scant regard for educational factors.

There has been no suggestion either from the Council for National Academic Awards or, publicly at least, Her Majesty's Inspectorate that standards are suffering from increased student recruitment. Nor is there any evidence that unqualified applicants are being admitted to degree courses, so the only justification for the change can be economic. With the gross cost of keeping a student at a polytechnic during 1980–81 quoted by the Government at £3,730, the saving compared with unemployment benefit for the student (or the school leaver whose job he takes) is minimal.

Britain's place in the league table of participation in higher education is notoriously low, its unemployment notoriously high, yet a golden opportunity to improve both has been thrown away. It is a sad commentary on the value placed on higher education by the Government that neither Sir Keith nor his predecessor, Mr Mark Carlisle, consider it their duty to encourage participation in the system.

Engineering policy is failing

At a time when many departments face imminent closure or massive cutbacks, it is perhaps difficult to spare much thought for the problems affecting those who teach engineering or technology at our universities. After all, these disciplines were promised a slight rise in student numbers – while many others were to receive harsh reductions – as part of the Government's commitment to those subjects deemed to be most directly relevant to the nation's productivity.

Given the upheaval induced by the present administration's haste to pare back higher education, it is perhaps not surprising that even these modest intentions have not been realized. First, the figures used by the University Grants Committee as its baseline were based on engineering student intakes for 1979–80, and did not take into account the slight rise the following year. As a result it was realized the UGC's proposal represented a reduction in engineering student numbers.

Admittedly this effect is slight. Nevertheless it puts paid to the notion that there are many positive redeeming features in the Government's policies regarding higher education.

Combined with cash cuts of around 10 per cent inflicted on each department, this means there are now slightly fewer engineering students and they are being taught on considerably reduced budgets. No doubt, this was not the Government's intention, but it should now at least be clear that its aim of protecting the training of the country's future industrial manpower is failing.

Against this background, the persistent attempts by engineering professors to introduce four-year courses as the normal route for their students' education must seem distinctly optimistic, although there can be no doubt their resolve has met with some success. Half of Britain's universities have now introduced at least one – enhanced engineering course and several, such as Southampton and Nottingham, have set up four-year degrees in all their engineering departments.

Enhanced courses were originally put forward in the Finniston report on the engineering profession as a method for introducing greater direct engineering experience, as opposed to more theoretical work, and were then backed by academics. The idea was also supported by the subsequent Conference on Engineering Education and Training, organized by the Department of Education and Science, which significantly proposed that funds be shifted from other areas of education to help achieve these aims.

It can hardly be argued now that by cutting funds with less severity for engineering education, than for other disciplines, that this "shift of resources" is being realized. Admittedly some small-scale adjustments could be undertaken to help engineering departments – such as using some research income or consultancy fees to boost department resources, increasing equipment grants for engineering research or even earmarking UGC funds in general.

These are measures of self-help, however, and it would be false of this Government to think it is treating engineering education preferentially in any way. What progress has been achieved has been done through the efforts of the professors and staff involved.

The CNAA's Model C

The Council for National Academic Awards is a body that is sometimes regarded with some suspicion. It has been very successful, which is always suspicious in a society more comfortable with mediocrity. It is a little bureaucratic, which is very unfashionable. It is frequently abruptly decisive in its actions, as at Teesside. It has never compromised on standards, which has opened the door to criticisms of insensitivity and even authoritarianism. In short the CNAA probably has more admirers than friends. Yet they are sincere admirers who recognize very clearly how necessary the rather flinty authority of the CNAA has been to the successful development of the polytechnics and colleges.

So it is entirely in character that the council should have produced one of the most stimulating and most difficult to ignore submissions to the Department of Education and Science on the Model A/B Green Paper. What the CNAA has proposed is Model C, not exactly a compromise but a new and in many ways more sensible approach to the whole question. Indeed the value of the CNAA's submission arises from the fact that it is not simply a judgment of Solomon. It rejects both the inadequacy of Model A and the excessiveness of Model B.

Its suggestion that mixed funding of institutions should be developed is particularly welcome. Despite our alleged enthusiasm for pragmatism, the British have an equally strong enthusiasm for tidy if varied categories. In fact the higher and further education system can never be divided up into neat and logical packages. It is time that mixed funding to match this creative diversity was accepted as normal rather than regarded as an anomaly. This lesson might even be applied to the universities. Certainly the CNAA's submission should not be discounted just because of a small whiff of imperialism.

Laurie Taylor

(According to usually well-informed sources Lord Rothschild is now apparently in the process of writing to relevant individuals and organizations asking: a) about the value of the SSRC; b) whether or not 'knowledge exists in the social sciences in the same way as in the natural sciences).

Dear Lord Rothschild,
I have now spent time considering your urgent request for information. May I deal with your second question first; is it possible to have 'knowledge' in the social sciences?

There is unfortunately no unanimity on this matter among my colleagues. Dr Monty Perlow is of the opinion that "any definite knowledge, *qua* knowledge, presupposes the ascription of validity to one 'reality' selected from the multiple realities of the phenomenal world". He feels – and quite strongly, I believe – that this depends upon a successful bracketing of the 'natural attitude' (so I think you'd have to count Dr Perlow as a "no").

A more positive note is struck by Professor Gladkind who asserts that he has recently *found* some social science knowledge in a computer read-out which has been processing the results of his investigation into whether or not the working class is, relatively speaking, as badly off as it ever was. He tells me that he now "knows" that this is indeed the case – but as everyone always did seem to know this anyway, I'm not certain if it counts. However, as I say, a definite "yes" vote here.

I've had a very long letter from Dr Prolicks in which he forcibly reminds me that "social science at the moment is characterized by its pre-scientific concern with the subject" (by that, of course, he means the "subject", not "the subject"). Dr Prolicks is not however completely fatalistic. He is still looking forward, as I understand it, to an epistemological rupture, which may make matters clearer.

But I'm afraid it's another thumbs-down from Dr Herman Hewtif, who seemed initially angered by the question and eventually replied by throwing a note through my door. In general this seems to maintain that there is no *absolute* truth, in that – and here a crease makes reading difficult – "truth is the product of a fusion of horizons, only to be discovered in the interpretive circle" (I think).

Professor Hannah Mass is at present on leave, but she did telephone to say, "Critical social science can indeed produce knowledge provided that such knowledge arises in the ideal speech situation". I'm not exactly clear about this "situation" but I think it means when everybody is more-or-less equal. So you'll see that this is a "yes" but a bit on the utopian side of things.

Well, that makes it three to two against "knowledge" I'm afraid, but I'm pleased to tell you that the vote is much clearer over the value of the SSRC. All my colleagues felt it was a good thing and, I believe, have shown this in a most practical way by clubbing together and raising a sum of £25 which I now enclose. Please use this in any way you think appropriate (and *do* remember there's much more where that came from).

Your humble servant,
Professor G. LAPPING

Dept. of Serials

The Times Higher Education Supplement

February 12, 1982 No 484 Price 45p

Shake-up for Scots tertiary system

by Olga Wojtas
Scottish correspondent

Proposals were announced today for a system of central control over all Scottish public sector higher education which mirrors the plan for England put forward but temporarily shelved last year. The recommendations have been put to the Scottish Secretary by the Council for Tertiary Education.

The 90-page document released today is the result of two years' investigation. At present, the Scottish Education Department funds seven education colleges and 14 central institutions, while further education colleges are financed by local authorities.

The council recommends that a national authority be set up to allocate funds within a system of colleges with two distinct types of management:

● Directly funded colleges with autonomous governing bodies, comprising the colleges of education, the central institutions (apart from Leith Nautical College which is to be downgraded to a further education college) and three FE colleges which specialize in advanced work.

● FE colleges managed by local authorities, and no longer funded from the Rates Support Grant but by the Scottish Secretary advised by the new body.

In effect, all the directly funded colleges will turn into central institutions, a move proposed by the Education Institute of Scotland in its initial submission to the Tertiary Council. There is likely to be strong criticism of the report from the Convention of Scottish Local Authorities, whose prestige institutions would be removed.

The report recommends that local authorities make annual bids for funds. They would have "substantial freedom" in allocating the grant. It splits advanced and non-advanced FE, proposing that the grant to directly funded colleges should contain a sum earmarked for non-advanced courses which could be transferred to local authorities, while local authorities could run additional non-advanced courses in directly funded colleges, if that share of their grant were then transferred to the colleges.

The report's recommendations for dual management are criticized in a brief minority statement by some members of the Tertiary Council who say it will inhibit flexibility and resource sharing. It will perpetuate the division into first and second class colleges, "which is a conspicuous failing of the present structure," endangering the development of non-advanced FE, and obstructing the rapid expansion of adult education.

The main report says community education is a matter for local authorities who should be free to use their own and directly funded college facilities, if the cost comes from their own funds.

It suggests liaison between the new authority and the University Grants Committee on course provided by the Scottish universities and the rest of the tertiary sector, to discuss the number of student places needed in each subject at degree level, and their appropriate divisin among institutions.

● The intake of secondary teachers to Scotland's seven education colleges should be slashed from this year's 1,350 to 800 by 1985–86, according to the Scottish Education Department.

This is the first time that the SED's annual consultation document has given projections beyond the coming session. The cut in secondary intake is more or less balanced by primary intake, which the SED proposes should rise from 580 this session to 1,300 by 1985–86.

One of the main reasons for the cut appears to be the increase in unemployed teachers.

Shelve new courses, orders Sir Keith

by John O'Leary
and David Jobbins

A virtual moratorium on new advanced courses in polytechnics and colleges in all subjects except engineering was imposed this week by Sir Keith Joseph, Secretary of State for Education.

In a circular to local authorities and voluntary colleges, Sir James Hamilton, permanent secretary to the Department of Education and Science, outlined new course approval arrangements for 1982. The changes will be subject to review by the National Advisory Board.

Only minor modifications to full-time courses will be allowed unless the new course is either self-financing and put on for a particular company or "sponsor" or to replace an existing course in engineering in the light of proposals made in the Finniston report. Even these exceptions will only be allowed with the support of the Regional Advisory Council and after the acceptance of evidence of student demand.

Part-time courses will also be blocked unless there is evidence of unmet student demand and capability to mount the course within existing resources. Those courses already approved by an RAC will be exempted.

The new arrangements are a stricter version of Mr Mark Carlisle's course approvals circular issued in 1980 and follow evidence of rising student recruitment in the public sector which was given to the Public Accounts Committee earlier in the week. Sir James told MPs that while universities were on target with student numbers, colleges and polytechnics had recruited 9,000 more than expected last year.

Mr William Waldegrave, undersecretary for higher education, this week told the Commons Select Committee on Education that student numbers were up by 8,000 on the figure forecast and warned that this would place strains on institutions.

Sir Keith told the MPs that he had rejected pleas from the Association the University Teachers to meet the cuts imposed by the University Grants Committee through natural wastage. This would be "far too deferred" and would end any hope of restructuring, he said.

He said he had no ideological objections to research into social sciences. His decision to switch £2m from the Social Science Research Council to the other research councils was a reflection of his view that the "effectiveness of research into the hard sciences was higher". The final cut in the SSRC budget is in fact £1.1m although Sir Keith originally wanted £2m.

He told the committee: "At a time when the science research bodies, though almost entirely maintained, are still faced with some awkward decisions, I decided to shift some money from the social sciences".

The question was what should be supported by the taxpayer and what should be consumer-contractor related. This was why he had asked Lord Rothschild to report on the SSRC in the same way he had investigated the other research councils in the early 1970s.

Questioned about suggestions that he was ideologically opposed to the SSRC he said: "I do not have objections. But I am disposing of taxpayers' money".

He rejected the suggestions from Labour MP Mr Martin Flannery that he had been under pressure from the Treasury to cut out certain social science subjects. "At a time of pressure on resources I have wondered whether the work done in all research councils is exactly equivalent," he said.

The difference was what could be tested in the laboratory. "I am not convinced if it is the duty of the taxpayer to support via the Department of Education, the Treasury and the SSRC work which serves a profession which is not overall desperately short of money, for example accountancy." Management Studies was another example where support could be sought elsewhere.

Reagan budget 'a disaster'

from Peter David
WASHINGTON

President Reagan this week sent Congress his budget for 1983 which would reduce federal spending on education by more than a fifth and on financial aid to higher education students by nearly a half.

The budget, which must be approved by Congress, also included plans to turn the Department of Education, created two years ago by President Carter, into a non-cabinet foundation.

University leaders said the budget would be a "disaster" for higher education. Its sharpest cuts are in the grants and loans systems which help millions of students pay tuition fees.

The science budget has been spared and increased in some areas to modernize research facilities. Spending on social science research, singled out for disproportionate cuts when Reagan first came to power, is to receive a tiny increase.

Mr Terrel Bell, the Education Secretary said the budget would shift resources from higher education to the schools, by reducing the amount spent on the popular student loan programme. Stricter eligibility rules and a smaller government subsidy would reduce the programme to $2,500m instead of the $3,400m it would cost under present rules, he said.

"Pell" grants for needy and middle income students, the other main source of government assistance for higher education, are also to be reduced dramatically from 2,188m this year to $1,400m in 1983. Several smaller grants programmes will be dropped.

Explaining the government's decision to close the Department of Education, Mr Bell said federal interference in education had become increasingly intrusive and expensive. "We intend to reverse that trend, and to return decisions about how and what to tench back to where they belong – to teachers, parents, state and local officials, and educational institutions," he said.

The foundation is to start work in 1983 with a staff of 4,800 – 1,400 less than the present Education Department. Nearly 30 federal programmes and responsibilities would be transferred to other departments; 23

continued on page 3

Talks start on ways to limit tenure

by Ngaio Crequer

Vice chancellors meet today to discuss two proposals to limit academic tenure: the inclusion of a redundancy clause in lecturers' contracts, and the extension of probation.

There are two options to be considered by the Committee of Vice Chancellors and Principals which is under pressure from the University Grants Committee to limit the tenure extended to new lecturers.

A working party has been examining provision outside the UK where limited tenure, in the form of fixed term contracts, is more common.

One proposal is to introduce a clause for redundancy or financial exigency in contracts as sufficient reason for dismissal, alongside "good cause". But to do this, universities would need to amend their charter and statutes, which requires approval of the Privy Council. Such a move would be resisted by the Association of University Teachers.

Another suggestion is to extend the lecturers' probationary period and some vice chancellors favour increasing it up to 10 years.

But they disagree as to whether this would mean renegotiating the national agreement with the AUT which provides for a three-year probationary period, with a possible extension to four years. The agreement covers all universities except Oxford and Cambridge.

Any move is likely to lead to a legal battle and there are some vice chancellors against making any changes.

The vice chancellors are also furious about the confusion over implementing the new redundancy scheme. UGC officials maintain that universities which offer compensation to lecturers more generous than the national scheme will not be reimbursed for the total amount.

But during the discussions before the scheme was announced, the vice chancellors believed they would only forfeit the smaller amount, the difference between the two sets of figures.

Both the CVCP and the AUT have asked for clarification from the UGC and this will be discussed by the main UGC committee next week. If the strict interpretation is applied some dozen universities, which acted quickly and introduced their own schemes without waiting for the Government announcement will face acute financial embarrassment.

Oxford is considering the implications of its early retirement scheme.

Polytechnic directors called this week for the same redundance compensation for polytechnic lecturers as that offered to university academics.

Three lecturers made redundant by the Institute of Orthopaedics are considering offers of compensation.

UGC secretary

Mr Norman Hardyman, who was in charge of the science branch at the Department of Education and Science form 1975–1979, is to become Secretary of the University Grants Committee next month. Mr Hardyman, who is aged 52, spent five years in the universities branch of the DES and is presently on loan to the Department of Health and Social Security. He takes over from Mr Geoffrey Cockerill who is retiring in April.

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Lab safety:onus should be on individual

by Robin McKie
Science Correspondent

Risks in research laboratories should be reduced and conditions improved to deal with new dangers, a Royal Society group has urged.

The study group on research safety, chaired by Sir Ewart Jones, states in its report that although research laboratories are safer than many other workplaces, conditions should be improved, particularly by allowing greater individual responsibility.

"Scientific research is so varied in its nature and scope that safety, compatible with reasonable freedom to explore the unknown, is best achieved, not by recourse to regulation, which can be both expensive and inhibitory, but by the encouragement of the exercise of responsible judgment at all levels", states the report.

The group warns that too rigid regulation may cost the scientific community dearly in terms of missed opportunities. "In the public sector, the only source of revenue to meet the costs of increased levels of safety procurement is likely to be through reductions of expenditure on research itself".

The Health and Safety Executive should seek to establish cooperative links with researchers and also with the Royal Society to make sure regulations are best suited to the needs of scientists.

"Research in academic institutions is largely undertaken by trainee research workers, and their education in safety, both formal and informal, is of paramount importance", the report adds. "Although much is already being done there is room for improvement and for keeping abreast of new developments".

The group urges that all researchers – particularly those concerned with indisciplinary work – should have a thorough training in understanding hazards and in operational practices. In particular the research councils should recognize that safety training is essential for those holding their studentships.

Similarly professional and qualifying bodies should consider whether there is more they could do for safety in research, especially in relation to education and the preparation of codes of practice.

The group also recommends an improvement in the collection and analysis of accident statistics, to assist in identifying particular hazards in research and that the national systems of morbidity and mortality records, an essential tool in the study of long-term effects of toxic substances, be enhanced.

Poly employs young jobless

South Bank Polytechnic has launched a major inner city project which will create 100 jobs for young people funded by the Manpower Services Commission.

The £476,000 grant will help the new South Bank Inner City Centre start converting and constructing buildings for community use in south London.

The polytechnic is fighting inner city decay in Wandsworth, Lambeth and Southwark. Much of the work will be in Brixton, where the polytechnic has a large campus.

The 100 young people employed by South Bank Builders Ltd will work on projects including turning a parish hall into a base for the Lambeth Cooperative Centre; building small business units in Brixton, an adventure playground, a nursery and a cycle track.

They will be advised by four community planners, two architects and two quantity surveyors who were rescued from the dole queue.

South Bank Builders have already converted 40,000 square feet of disused factory space into a base for 25 small businesses.

Social work course loses recognition

The Central Council for Education and Training in Social Work has withdrawn recognition of a social work course in Queen Margaret College in Edinburgh which was criticized last year for being too crammed.

The 42 students at present taking the two-year course leading to the certificate of qualification in social work will be able to complete their studies, but there will be no further intake from next session.

The council was expected to give the course recognition for another five years, but told the college to review the course. Assessors, who checked the course said they found the social work content weak, a lack of cooperation between social work and social science staff, and complacency towards field work.

Computing in summer

A computer summer school is to be set up this year by two London computing lecturers, Dr Colin Terrell, of the College of St Paul and St Mary, and Mr Derek Bush, of Middlesex Polytechnic. The school will be held as a series of weekly courses between July 10 and September 11 and will offer anyone of age 13 a chance to learn about computers.

Union men to stay

Two student union officers at the City of London Polytechnic have survived attempts to remove them from office. Opponents of vice president Mr Vernon Williams and union newspaper editor Mr Jeremy Flinch failed to gain the requisite two-thirds majority in a cross-campus ballot.

Labour move

A workplace branch of the Labour Party, the first such branch in the United Kingdom, has been set up in Dundee University. It already has 40 members from clerical, academic and manual staff and students from the university and art college.

Bioscience expands

Strathclyde University has formed one of the largest bioscience departments in the UK by amalgamating four departments.

The new department of bioscience and biotechnology, with 40 academic staff, is made up of the departments of applied microbiology, biology, biochemistry and food science and nutrition, as well as the university's biotechnology unit.

Medical merger

Bradford University is to offer, from October 1982, a three year degree course in biomedical sciences which will incorporate substantial parts from three undergraduate courses in applied biology, medical sciences and pharmacology, which have stopped recruiting students.

Redundancies unnecessary says union

by Olga Wojtus
Scottish Correspondent

Dundee University's special committee on financial planning, which proposed axing 33 posts has been asked by the senate for more detailed reasoning following a document from Dundee's Association of University Teachers which claims that no redundancies are necessary.

Since the expanded report will have to be considered again by both court and senate, it is highly unlikely that any decision will be taken this term on its recommendation that the department of medical biophysics be axed at the end of next session, with a loss of 11 jobs, and that a further 22 jobs go by 1983–84.

The union says the redundancy strategy would lead to a substantial extra loss to cover compensation and legal costs. It proposes a variety of alternatives, including freezing a proportion of vacated posts, and slightly increasing the 40 per cent re-engagement limit to encourage early retirement.

If these suggestions are implemented, it says, the savings will overshoot those from the policy of enforced redundancies "by a comfortable margin."

However, the senate has approved the special committee's broad strategy, saying it deplores but recognizes the fact that redundancies may ensue.

Tryptich '81 is one of the paintings by Basil Beattie being exhibited at Goldsmiths' College library until February 24.

Glue-sniffing investigated

The Scottish Office has given £26,000 to Dr Stewart Asquith and Mr Peter Didcott of Edinburgh University's social administration department to investigate glue-sniffing.

The research, funded jointly by the Scottish Education Department and the Scottish Home and Health Department will collect published material on glue-sniffing and then examine responses to the problem from police, doctors and social workers.

Mr Didcott said there were widely differing medical and sociological views of solvent abuse. Some people said it could cause brain damage and death, while others said it was relatively harmless.

"Even in academic journals you find sensationalism with titles like 'sex-crazed dope fiends'," said Dr Asquith. "The starting point we are taking is that if it's difficult to pin down what the effects are, it may well be difficult to pin down how best to respond to it."

A consultative document issued by the Scottish Home and Health Department in 1978 estimated 1300 new cases of solvent abuse a year in Scotland, but Mr Didcott said it was difficult to know what the actual figures were since glue-sniffing did not come into a category for which statistics were routinely collected.

Dr Asquith and Mr Didcott hope to interview children on the circumstances in which they sniff glue and why they do it, and also to talk to some retailers and manufacturers.

SSRC to fund new research into drug addiction

Addition to alcohol, tobacco, and drugs in Britain is on the increase and is to be the subject of a major new investigation by the Social Science Research Council.

The SSRC has agreed in principle to provide a budget of up to £360,000 over five years for the research, which will encompass the cost to the nation, the impact of Government policy, the role of industrial lobbies, and the meaning of health education.

Professor Griffith Edwards, professor of addiction behaviour at the Institute of Psychiatry in London, and chairman of the new SSRC panel on addiction, said the SSRC was ideally placed to launch such as initiative.

British research into addiction was "not very active", the panel says in its preliminary report, although the problems of addiction have become acute only in the past 10–15 years. International research however is described as "varied, distinguished, and exciting."

"This research is a very good example of what the SSRC can do and ought to do, and which no other funding body can do, or is likely to attempt to do," Professor Edwards said.

He felt the project would help vindicate the new multidisciplinary committee structure being implemented by SSRC, and help acquit the council in the eyes of Lord Rothschild, currently reviewing the council's work. "Frankly I do not know how such research would be undertaken if the SSRC was abolished," he said.

He said there was little doubt about the need for such research:

- Britain is estimated to lose £1,000m through the unwanted effects of alcoholism, with up to 750,000 people having serious drink problems.
- Smoking costs Britain 50m lost working days and an estimated 95,000 premature deaths each year.
- Some 5,000 drug addicts were treated in 1980 but addiction to heroin and allied drugs is known to be increasing, and one million people take valium.

Professor Edwards emphasized the special contribution of social sciences. "We will be concerned not so much with medical questions such as whether smoking causes cancer, but issues such as how is the tobacco industry organized, or how is taxation policy going to promote health education.

"All these are social science questions because they concern how society works, and how social pressures influence addiction."

The panel identified four major areas where addiction becomes a social science issue: providing a social as opposed to an individual view; reviewing treatment and rehabilitation; analysing the impact of culture; and examining the role of industry, and market forces in the supply and demand of drugs.

Teaching academics to teach

Surrey University is to offer a course in distance learning teaching methods, which was designed for overseas lecturers, to academic staff in Britain.

Professor Lewis Elton, head of the Institute of Educational Technology which runs the courses says that recent cuts have made it increasingly difficult for lecturers in colleges of further and higher education to be released part time, let alone full time to attend substantial staff development courses.

"We have therefore decided to offer our diploma and MSc course in the practice of higher education which uses distance learning methods and until now was only available abroad, to lecturers in universities, polytechnics and colleges of higher education here," Professor Elton said.

The course is aimed at lecturers whose students are taking first degrees or the equivalent and is intended to increase the knowledge, awareness and skills of participants by covering such topics as course design; assessment, individualized learning and research in teaching and learning.

The course uses specially prepared materials in units of 20 hours each making it possible to complete one module in two months and the whole course in as little as a year.

Professor Elton is hoping that tutorial support needed to complete the course will come from each institution. One form which has been found useful overseas is for the local staff developer to act as advisor and tutor to course members.

He says the course is not aimed at everybody in higher education but if each institution sent one person per department, there would be at least 200 participants.

"One person per department would not only help improve teaching but maintain teaching standards," he said.

AUT agrees sickness scheme

A scheme to safeguard the pension rights of university academics who retire early through ill health is believed to be close to agreement.

It is to be financed by the academics through 0.2 per cent extra on their superannuation scheme.

Members of the Association of University Teachers expressed anger at the slow progress being made at their winter council in Reading before Christmas. This week general secretary Mr Laurie Sapper said: "Some of the obstacles have been removed. It is hoped the scheme will be implemented from April 1."

Consultations between the universities and the superannuation scheme have to be completed before it can take effect. The hold-up occurred because the Civil Service Department argued it could be taken as a precedent in other parts of the public sector.

Why Britain needs trainee technicians

The reputation of British universities and their ability to carry out teaching and research could be seriously damaged by the present cutbacks in technician training, a special group set up by the Institute of Science Technology has warned.

At a recent meeting the IST's laboratory management discussion group urged the institute to raise the issue with the Secretary of State for Education, Sir Keith Joseph, and to demand protection from the cuts for both trainee technicians and also overseas technicians seeking experience and qualification in Britain.

The group warned that although short-term savings may be obtained by cutting the number of trainee technicians, the long-term effects on the country's technical services had been overlooked. Existing staff could maintain services without affecting standards, but there would be serious consequences if there were no staff completing training in five or six years.

Members of the institute said they were particularly concerned that cuts would affect the reputation of UK colleges and universities because they could no longer offer training facilities for technical staff from overseas while the country's ability to carry basic research and teaching would also be harmed.

The Royal Society of Arts has also announced fears about the effect of current reductions in higher education and is to urge the Government that a stronger base of education in industrial technology must be established.

A working group is to be set up by the Royal Society for Arts and a report is expected to be completed by April.

Birmingham faces £750,000 shortfall

by Charlotte Barry
and Patricia Santinelli

Birmingham Polytechnic is planning to axe the equivalent of three departments in the face of major cuts which could lead to compulsory redundancies in the next 12 months.

It faces a £750,000 reduction next year, as the city council's ruling Labour group has said it cannot bridge the gap between the polytechnic's advanced further education pool allocation and its 1982–83 budget.

The polytechnic management is drawing up a restructuring plan setting out the number of courses which will have to close in the next four years. This will be presented to the governing body on February 22.

Birmingham has suffered a 4 per cent reduction in its pool income for 1982–83 on top of a budget cut of £820,000 last year. More than 60 vacant non-academic staff posts have been frozen in the last year, and 34 out of 670 teaching posts left empty.

The polytechnic fears strong criticism from the Council for National Academic Awards when it visits Birmingham next year. Two years ago the council cast doubts on the polytechnic's ability to meet its academic programme because of the shortage of support staff.

Middlesex Polytechnic, which faces a £1m shortfall next year, is negotiating with the three London boroughs of Haringey, Barnet and Enfield for an extra £500,000 to help bridge the gap caused by a 7 per cent cut in pool income.

Unions at North-East London Polytechnic were meeting polytechnic management today to discuss plans drawn up by director Mr Gerry Fowler to find £1m savings. The polytechnic expects to receive up to £600,000 from the boroughs of Waltham Forest, Barking and Newham to offset the £1.1m shortfall suffered after the recalculation of this year's pool allocation.

Bedfordshire County Council's education committee has turned down a £1,500,000 package of cuts which would have seriously damaged Bedford and Luton colleges of higher education.

The composition of the council is so finely balanced that no definite outcome can be predicted and the package might still be approved.

The proposal results from a drop in the authority's pool allocation from £5m in 1981/82 to £3.3m for 1982/83, while its net contribution has gone up from £5.2m to £6.2m, leaving the authority with a net increase of £2.7m.

A shortfall of over £2m led to the plan to cut £1,500,000 from advanced and non advanced further education provision. Council officers have met with the Department of Education and Science to protest at the increase. The figures took no account of Bedford College's programme of diversification following the run-down of teacher training, they say.

The package would lead to the loss of 29 full-time teaching, a 10 per cent reduction in the employment of new teaching staff affecting Barnfield and Dunstable colleges of further education. This would achieve a total saving of £355,000.

In Hereford and Worcester, a net increase of £2.2m in the authority share nearly led to the closure of Pershore Horticultural College.

Labour MPs campaign to sack politics teacher

by Paul Flather
and David Jobbins

Eleven Labour MPs have joined a campaign to remove Mr Andrew Brons, chairman of the National Front, from his post as a politics lecturer at Harrogate College of Further Education.

Students at the college this week launched a week of action involving lunch-time lectures and stalls on "racism, race, and culture", culminating in a national picket and demonstration next week organized by students and the Anti-Nazi League.

A student taking politics A level, who asked not to be identified, has been allowed to miss Mr Brons's lectures for "conscientious reasons."

Mr Peter Drake, principal of the college, said he had agreed reluctantly to the student's request, providing she undertakes private study in the library during the six hours of lessons she misses each week.

Mr Drake said he had warned the student that she was seriously jeopardizing her chances of passing her exam, but agreed because she had "conscientiously objected" to Mr Brons beliefs.

He said he personally deplored the views of the National Front, but as college principal he defended Mr Brons's record as a lecturer. "In his 11 years at college it is a fact that Mr Brons has taught his subject admirably and with complete academic objectivity."

Mr Drake is bound to come under increasing pressure with left-wing Labour MPs leading their support to the campaign to dismiss Mr Brons. Mr Stan Thorne, MP for Preston South, said: "I think the local authority will have to face up to the fact that it cannot go on maintaining Mr Brons in his present position in view of his very vocal statements stirring up racism," he said.

Mr Brons said this week: "The action of these MPs shows how undemocratic the Labour Party is, in contrast with the National Front. We seek nobody's dismissal on political grounds."

He is almost inured to the long running and sometimes violent campaign to secure his removal. "It is a little bit of light relief – an interesting diversion from the curriculum."

He maintains his ability to teach is far less hampered by his position in the NF than for someone belonging to one of the mainstream parties.

Mr Brons' name was removed from election addresses circulated to 75,000 members of the National Association of Teachers in Further and Higher Education, on legal advice.

A laboratory has opened at Edinburgh's Royal Infirmary for Sick Children with funding of £121,000 to try to improve treatment for cystic fibrosis, the most common inherited disease. A three-year grant has been made by the international pharmaceutical company Lilly Industries to Dr J. A. Raeburn of Edinburgh University's department of human genetics (left), Dr W. M. McCrae of the department of child life and health (centre) and Dr I. P. Gormley of the Institute of Occupational Medicine (right).

Poly orders inquiry into cash controls

Governors of the Polytechnic of Central London have ordered an internal inquiry into the methods of financial planning and control which led to its cash crisis.

The court of governors this week told its finance and general purposes committee to examine these methods and provide new procedures for drawing up budgets and authorising expenditure.

The tightening-up exercise will draw on the results of the external audit carried out by Inner London Education Authority officers. This said the main cause of the polytechnic' £500,000 deficit was lack of accountability and control and the absence of a comprehensive internal budget.

The committee will also examine a new internal audit report which criticizes several areas of the polytechnic for lack of proper financial control.

Mr Rune Storm, the polytechnic's finance officer, has been given complete control over finances in all areas, and he will have the power to stop spending on any budget which is being exceeded.

A number of governors criticized papers submitted to the court by Dr Colin Adamson, the rector, which claimed the recovery plan was on course and the deficit would be eliminated by the end of the year.

They were angry because they felt the figures did not provide evidence to back this assertion, and said the calculations were incomprehensible.

Monitor delayed

The establishment of a permanent group to monitor student mobility in the Commonwealth has been delayed until the summer.

Farming bodies in danger

by Robin Mckie
Science correspondent

A last-minute attempt has been made by staff and academic bodies to save the two threatened Agricultural Research Council institutes.

This week, the Institute of Biology wrote to ARC members urging them to save the Animal Breeding Research Organization in Edinburgh and the Long Ashton Research Institute near Bristol. Directors of both institutes will plead for reprieves at next week's council meeting.

The council's secretary, Dr Ralph Riley, said that only two-thirds of the £3m which needed to be saved by the ARC would be achieved by closing the Edinburgh station and axing two research divisions of the Bristol institute. Even if this went ahead the council would still have to find a further £1m savings, although these would not have to be made by such drastic means.

He said the closures were necessary because inadequate compensation for inflation required the council to save funds, particularly if it wished to move into new research areas such as neurobiology, photosynthesis and genetic manipulation of plants. More than 200 staff at the two institutes could be affected but Dr Riley said he did not know if compulsory redundancies would be necessary.

The council's secretariat is to present a 150-page document urging the closures to next week's meeting. A final decision will not be made until March 23, its next meeting.

Dr Riley said cutting out the institutes would save a great deal of money and some of this could be used for other research. In its letters to council member's the Institute of Biology says it would be better to trim budgets at several research units. The institute also criticizes the ARC for not properly consulting the directors and staff of institutes involved.

Mr Peter Weaver, of the Bristol institute, said two divisions were threatened – the pomology, or soft fruit, groups, and the fruit and wine division. The first group carried out vital research into new varieties of soft fruits. In the case of strawberries one variety – Cambridge favourite – was in general use throughout the country and unless new varieties were available the entire national crop was susceptible to eradication by new diseases.

Academics call for boycott of Moonies

Leading academics have launched a campaign to persuade others not to attend conferences run by the Moonies' Unification Church.

Vice chancellors, polytechnic directors and heads of Oxbridge colleges have received a letter asking for help in arranging a boycott of a conference to be held in Philadelphia later this year. The sponsors of the conference, the International Cultural Foundation, are said to be funded by the Moonies.

The letter was sent by Mr Casey McCann of Sevenoaks School, who has spent more than a year trying to dissuade students and academics from involvement with the church.

A dozen university lecturers and professors are known to have attended a conference organized by the Moonies in Seoul last June despite approaches from Mr McCann and fellow campaigners. A total of 22 academics were invited.

There Dr Mose Durst, president of the Unification Church in the United States, repeated an assurance previously given to Mr McCann that recruits to the sect who were already committed to higher education courses would be encouraged to return to them. However, a number of students still have not returned to courses in Britain after joining the church.

One of the best known attenders of conferences organized by the church, Professor R. V. Jones, of Aberdeen University, has told the sect that he will accept no more invitations until this pledge is fulfilled. He said in a letter to *The Times*: "I wrote to the Reverend Moon informing him that much as I valued his excellent conferences I could no longer attend so long as the unification church continued to interrupt young people's education causing upset to universities and distress in families."

Four British academics attended a conference sponsored by the Moonies in Hawaii at the end of last year.

Now Mr McCann has asked vice chancellors and directors to draw attention to the church's record when academics receive invitations to Philadelphia.

'Tomato' ruling condemned

Students at Sussex University were this week considering reprisals, including occupation of the administration block, because two students were expelled and 11 disciplined after tomatoes were thrown at Dr David Owen MP.

"We are absolutely shocked at these decisions. It appears a total over-reaction and we find it completely unacceptable. The university is simply continuing their policy of confrontation," Mr Kevin Flack, student union vice-president said.

He was speaking after a disciplinary panel of four senior dons expelled two students, suspended one for the rest of the academic year fined four more between £20 and £50 each, and severely reprimanded six more.

The penalities were imposed because the students had disrupted a meeting on January 22 called to consider charges against students accused of throwing tomatoes and eggs at Dr Owen at a university debate.

The student union has hired a lawyer and all 13 students have appealed against the penalties.

Chemical engineers criticize course

Sheffield University's chemical engineering degree course has had its professional accreditation withdrawn. It is understood the decision was confirmed this week at a meeting of the Institute of Chemical Engineers.

The institute criticized the course syllabus, examination standards set and staff commitment to teach chemical engineering. The senate decided to suspend student enrolments moves are afoot to redesign the course. The institute would review accreditation of the course three years after any new course structure was implemented.

Reagan budget 'a disaster'

continued from front page

would be eliminated and unnecessary boards and commissions abolished. Its 1983 budget is to be $8,800m instead of a present $11,300m.

Major boards and commissions to be abolished include advisory councils on adult and continuing education; on quality in education; on education research and on development on postsecondary education.

The 1983 budget proposal includes $43,000m for research and development across all government departments, an increase of $4,200 over 1982. The biggest increase is in defence research.

Inquiries at UMIST over property sale

by David Jobbins

The University of Manchester Institute of Science and Technology faces three separate inquiries into its purchase and renovation of a mansion as residence for its principal, Professor Robert Haszeldine.

Officials from the Auditor and Comptroller General's office are expected to investigate the purchase of the house, Highbank, and additional expenditure when they make a routine visit to the institute next month.

UMIST's president, Sir William Mather, is carrying out his own inquiry.

And the University Grants Committee had called for a full statement of the facts surrounding the purchase of Highbank, and the sale of a house donated to UMIST as an official residence but later sold.

The UGC is particularly concerned *that UMIST did not notify it that it* intended to sell the first house, the Cedars, when it was decided that it was too far from the campus to serve as an official residence.

UGC chairman Dr Edward Parkes, told the Commons public accounts committee this week, "This sale was not notified to the UGC and this apparently is in contravention of our own rules regarding capital transactions . . . It should have been so notified although it was originally not purchased with our funds. In the absence of this information the UGC did make a grant towards the purchase of Highbank."

The issue of Highbank was raised by PAC chairman Mr Joel Barnett, a former Labour Treasury Chief Secretary.

The UGC provided £40,000 towards the purchase of Highbank, which cost £65,000, not knowing that the Cedars had been sold for £67,000. It was apparent that that grant would not have been forthcoming if the rules had been adhered to. Since the purchase three years ago the cost of the acquisition, adaptation and furnishing of the house had escalated towards £300,000.

At an earlier PAC hearing, Sir James Hamilton, permanent secretary at the Department of Education and Science, told MPs that the "worst thing" would be to leave the process of restructuring the universities to natural wastage. "At least by giving some money for restructuring we have the possibility of trying to reshape the system."

The hopes of better planning across the binary line were outlined by Dr. Parkes. "The UGC's intention is to cooperate with the new national advisory body (for the public sector) in every possible way to achieve some sort of rationality across the binary line . . . I must confess myself a little disappointed that the committee (the top tier of the NAB) itself has shown no desire to have a continuing relationship with the UGC, but perhaps this will develop in the course of time."

Dr Parkes said the UGC had passed a report on university accounting practices to the Committee of Vice Chancellors and Principals, and expressed the hope that they would move towards a consistent form of accounting to make comparisons between institutions more intelligible.

Tax reform would help colleges

by Paul Flather

British tax laws should be reformed immediately so that direct donations and gifts to educational institutions *are tax deductible, following the example* of American tax laws.

This is the view of Professor George Huxley, professor of Greek, at the Queen's University of Belfast, who said this week such reforms were vital now that the University Grants Committee was no longer an independent grant-giving buffer.

Professor Huxley said the present rules on covenants, which allow tax-free gifts to be made to charitable institutions over a minimum period of four years, were too complex.

"I do not think the covenant is an adequate substitute for a system of tax free gifts. Institutions have to reclaim the tax which can be a laborious process, and benefactors cannot immediately see how much good they are doing," he said.

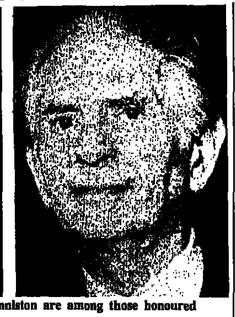
He recalled a recent excavation he led to Greece which was entirely financed from funds given by individual benefactors to the University of Pennsylvania. "A system similar to that used in America is bound to increase the amount of money donated to universities."

He said such reforms were all the *more important because of the present* round of education cuts, to supplement grants from the UGC now that it had abandoned its traditional role as a buffer between politicians and scholars.

Support for the proposal came from University College, London, which launched a £4m appeal last October. Mr John Towell, college secretary, said donations and gifts were becoming a more and more important source of funding. The appeal has raised £500,000 so far.

"I would go along with this view. If there were easier ways of making such donations I am sure it would encourage more people to give more small or large amounts to universities." But there have to be safeguards to protect any system of direct payments from abuse, he added.

Professor Randolph Quirk, vice chancellor of London University, has already drawn attention to the importance of alumnus support in America, both to keep old boys and girls interested in their colleges, and as a financial sheet anchor.



E. P. Thompson and Sir Monty Finniston are among those honoured

OU honours for nineteen

Sir Monty Finniston, chairman of the inquiry into the engineering profession, and Dr Edward Hutchinson, honorary president of the European Bureau of Adult Education, are among 19 men and women awarded honorary degrees this year by the Open University.

The honorary doctors also include Sir Kingsley Dunham, emeritus professor of geology at Durham University; Professor Meredith Thring, emeritus professor of mechanical engineering at Queen Mary College, London; and Professor Jack Lawis, warden of Robinson College, Cambridge.

Also on the list are Dr Christopher Hill, former master of Balliol College, Oxford; Mr E. P. Thompson, writer, historian and nuclear disarmament campaigner; Professor Reyer Hooykaas, president of the International Commission on the History of Geological Sciences; and Mr Robert Beevers, former OU director of studies (regional tutorial services).

Honorary Masters of Arts include Dr Ronald Hope, director of the College of the Sea; Major-General Peter Girling, former OU director of operations; Miss Hilda Jones, former principal of Denman adult education college; and Mr John Robinson, former education secretary to the BBC.

High grades in demand

Students had to have higher A level grades to get a university place through "clearing" last year, the Universities Central Council on Admissions has said.

In its nineteenth report it says there was, as might have been expected "a slight increase" in examination performance. Of 24,50 candidates who were considered for clearing in 1981, 9,703 were not referred to any university and 6,025 were accepted (45.4 per cent of those referred).

Nearly 1,500 applications for medicine, dentistry or health were considered during clearing and 410 were accepted.

The number of home applications for entry increased by 4.2 per cent compared with 1980, and this was 2 per cent larger than the increase in the 18-plus age group.

UCCA says that the figures for overseas students – showing a fall in applications of 35 per cent and of acceptances by 20 per cent, are clearly a result of the higher fees.

The need for economy is also affecting UCCA. It has decided that posts in the central office will be left *unfilled when vacant*, acknowledgements of candidates applications will be made to schools in bulk, and applicants' fees are to go up to £4.

"UCCA Nineteenth Report, 1980-81" *Price £1.25 from PO Box 28, Cheltenham, Glos., GL50 1NY.*

Artists angry over student exploitation

Professional designers are angry about what they see as moves by some art colleges to step up the commercial exploitation of their facilities and their students' skills to boost income.

The Society of Industrial Artists and Designers has written to the Department of Education asking for endorsement of an 1975 memorandum that the livelihood of professional designers was not to be threatened by cheap student commissions.

The society's letter is based on evidence compiled from a survey of 200 art and design colleges, to discover how far the deliberate exploitation of students' work had gone.

The survey was prompted by last year's rumpus at the Royal College of Art, which was criticized by the Government for allegedly neglecting to do enough to help British design.

One report urged the Royal College to set up a commercial office "so that designs could be sold for profit". This view was endorsed by Dr Rhodes Boyson, then under secretary for higher education. Such an office is being established.

The society has pointed out that under a memorandum on "live projects" agreed in 1975, the services of students were not to be advertised for hire; work was not to be done for cut rates; and distinctions were to be made between "taught" work, and "vouched for" work, where direct staff involvement ensured full professional standards.

The memorandum is aimed to safeguard the livelihood of professional designers and artists. The problem has been exacerbated by the recession, which has led commercial companies to search for cheap ways of buying design skills, and colleges to search for new sources of income.

The society's survey found 10 colleges which wrote in more or less emphatic terms about their right to take on commercial work.

South Devon Technical College for example reported full support for setting up commercial offices inside *art and design colleges, and had* been promoting the idea for some years.

Beamish Hall to take in youth centre

Beamish Hall adult residential college in Durham has been saved from closure, but must merge with a nearby youth centre and lose half its liberal arts courses.

Durham County Council decided not to close Beamish after a campaign to save one of Britain's best known short-term adult residential colleges. Instead, it will house the Winston Stubb House residential youth centre whose warden, Mr Michael Horne, will become deputy principal of the new college.

Mr Kenneth Stephenson, principal of Beamish, said the decision not to close the college came as a surprise just as the council put the finishing touches to next year's education budget. Closure would have saved the education committee just over £100,000.

Mr Stephenson said: "I am going to do my best to make the dual institution work. Obviously I will want to keep as much adult education as possible, but I won't be allowed a totally free hand because the provision will have to be 50:50. My policy will be to retain the popular courses and then see what the response is."

Applicants help plan courses

St Martin's School of Art has asked potential students to help lecturers plan a new part-time degree in visual studies.

The five-year course at the London college is the first of its kind in the country. It will aim to deepen and extend the students' understanding of art, and to improve their practical performance in painting, drawing, sculpture, printmaking or photography.

Students, who must be at least 21 years old, will attend one day and two evenings a week, plus a week long summer school. Most are expected to be older people who regretted not going to art college after leaving school: those who have *discovered an aptitude and interest since* leaving school; and people working in art-related fields.

Lords claims untrue, say students

Student leaders have reacted angrily to suggestions in the House of Lords that their week of action against the Government grants policy is designed to disrupt universities, colleges and polytechnics.

In a letter to *The Times* the National Union of Students says that peers including Government spokesman Lord Elton have got the wrong idea. NUS says its week of action, which begins on March 1 with a lobby of Parliament, is instead designed to convince the public that great hardship will be inflicted on young people who want to study if the grant increase of 4 per cent is maintained.

Lord Beloff made the initial claim that NUS had called for a week of disruption and went on to point out that the union was "wholly financed out of public funds diverted from their proper purpose of providing student amenities."

He described the NUS call as "excessively foolish" and Lord Elton added: "It is to be hoped that students will not disrupt institutions and courses, and thus hinder their own *academic progress*".

Opposition spokesman Baroness David said students had something to take action about and suggested that the week would provide political experience for students, something they ought to learn.

Former Labour education secretary Lord Glenamara claimed that a great many students were suffering real hardship, not getting enough to eat and not buying books.

"In this public relations age the week of protest is about the only way in which they can make their grievance felt," he added.

But the tiny proportion of students involved in past disruption was the concern of Lord Robbins. Lord Elton commented: "*It is those who* seek to deny freedom of speech – for instance to visitors who bring the national student body into disrepute . . . I think those students merely demonstrate in a small shrill way an affinity with Adolf Hitler and Joseph Stalin – an instinctive fear of truth."

Fewer A levels studied in sixth forms

A minority of students in first year sixth forms are now studying for A levels and entry to university according to an interim report from the Inner London Education Authority released this week.

The report was presented to the ILEA 16-19 review sub-committee set up to investigate and report on provision for the age group in the authority. Its findings are based on an inquiry carried out in 11 schools covering some 800 first-year sixth formers.

It shows that as a result of adopting an open sixth form policy and increasing youth unemployment the composition of first-year sixth forms has radically altered, with a majority of students now studying other courses than A levels.

According to the results of the survey, less than 47 per cent of students were taking A level courses and 64 per cent were following O level courses. RSA examinations which 39 per cent intended to sit represented one of the few areas of vocational work being undertaken by the schools, and this was confined to typing, shorthand and clerical/office procedures. Only 6 per cent were following other vocational courses.

The main reasons for staying on in the sixth form given by both the A and non A level groups was to increase their chances of obtaining employment. But 69 per cent of the A level group also gave as a reason "interest in the subjects being studied" and 38 per cent "wishing to go to college or university".

A much higher proportion of the non A level group had considered alternatives to the sixth form such as going to college or obtaining a job, but were held back by the lack of qualifications and jobs, as well as insufficient information on the different opportunities available.

The report concludes that greater and more regular attempts to provide information about opportunities, particularly in further education, should be made by schools acting in liaison with colleges, so that students are aware of all the options and implications for future employment.

It also stresses that there is urgent need to provide courses more relevant to the age, ability and interests of the non A level group, since O level studies are not a suitable objective for many who stay on. It says that one-year pre-vocational courses are a step in the right direction.

King's votes to stay out of union

by David Jobbins

As students at a Scottish university this week decided whether to reaffiliate to the National Union of Students, a London University college voted 2–1 to stay out.

The decision at King's College will undermine the hopes expressed by National Union of Students leaders *that the corner in the disaffiliation* battle had been turned. The crucial vote is at St Andrews, where polling was taking place yesterday.

At King's College, the vote against reaffiliation was 743 to 390 out of a student population of 3,000. The decision was quite clearly against the wishes of *the college union executive.*

King's left NUS two years ago on a 600–400 vote, and the reaffiliation move last year failed by 800–400.

President of the student union, Mr Richard Yarwood described the decision as *shortsighted and selfish. He* felt the crucial issue was whether reaffiliation was worth the £1,200 fee involved. "I think we should be in NUS. The responsibility is not just to the students of today but to those of tomorrow. But a lot of people do not look at it like this."

Students were offered the choice of refusing to reaffiliate or reducing the resources available for sports clubs and societies or wages for one staff member.

Their decision was immediately attacked by NUS president Mr *David Aaronovitch: "£1,200 is not a* lot of money to pay for national representation. This means they are contributing nothing but enjoying the benefits of a national body and therefore living off the backs of all the other colleges."

At Salford University students voted 15–1 to stay in NUS.

Mr Aaronovitch is spending three days at St Andrews. Leaflets say there has never been a stronger need for a national union than now.

NUS is also endorsed by education spokesmen from all four main political parties. Sir William Van Straubenzee, chairman of the Conservative backbench education committee, says NUS is absolutely necessary, while Mr Neil Kinnock, Labour's spokesman, said it was informed and influential.

Anti-NUS campaign runs out of cash

by Paul Flather

A campaign against compulsory membership of student unions has run out of money and may have to close if an appeal for funds fails.

Mr Paul Soden, 23, who launched the campaign last year after he was barred from a course at Manchester Polytechnic has written to all supporters asking for money.

He has already spent more than £411, the equivalent of one term's tuition fees, on telephone calls, postage, leaflets, and publicity for the Students Against Compulsory Student Union Membership campaign.

He is now counting on a meeting with Mr William Waldegrave, the under secretary for higher education, probably next month.

Mr Tim Hall, who is running the campaign, said: "We hope Mr Waldegrave will take up our fight against what we think is the worst closed shop of all".

The campaign has run into serious difficulties with bills and legal costs still to pay. Some 500 copies of a pamphlet on the need to reform student unions cannot be sent out because there is no cash for postage.

Mr Soden is still considering an appeal to the European Court of Human Rights in Strasbourg. Manchester Polytechnic has refused to review its decision to bar Mr Soden until he agrees to join the union.

Library cuts hit part-time students

by Patricia Santinelli

A massive reduction in funding for public libraries over the last three years has decimated provision for adult and part-time students, the disadvantaged and the unemployed, says a National Book Committee report published this week.

A Guide to Public Library Spending in England and Wales shows that although public libraries comprise only 1.4 per cent of total public expenditure, they have since 1976/77 lost 1,268 members of staff, 427 branch libraries and 36 mobile libraries.

Since 1978–79, the provision of public library books has been cut back by 20 per cent in the London boroughs, 18 per cent in the English districts, 23 per cent in the English counties and 25 per cent in Wales. In some local authority areas however, the cut in book funds amounted to more than 40 per cent in real terms and in the worst case to 70 per cent.

The worst hit areas for 1981/82 in comparison to 1978 are Barking and Dagenham, Barnet, Merton, Devon, Durham, Kent, Rotherham, Bradford, Dyfed, Merthyr Tydfil and Rhondda. The report shows a wide variation in spending with some local authorities spending four times as much as others on libraries.

The chairman of the National Book Committee, Lord Roll of Ipsden, has written to every chief librarian and chairman of a library committee to express his concern over the cuts.

He said: "We are dismayed by the fact that the overall in provision has been so severe and that in some areas expenditure on libraries and library books has been drastically reduced. We hope very much that all local authorities will try to maintain and improve this most important service for 1982/83".

Mr Arthur Stock, director of the National Institute of Adult Education said that the erosion of public library facilities was getting extremely worrying and that the institute was very concerned at these latest figures.

During the last 10 years library staff had been geared to deal with inquiries on local adult education classes, the Open University and other forms of independent study, he said. Many adult education tutors relied on students using library *books to back up classes and lec*tures, and were worried this might not continue.

The report also warns that the cutback in book purchases – five million fewer books were bought in 1980 compared with 1979 – is now halving the number of copies printed. This was affecting the home and export market.

The situation may lead to the end of creative writing and publishing and bookselling. Libraries will no longer be able to act as the promoters of culture, even to the limited extent previously possible. If this trend should continue we foresee the closure of many bookshops, distributors, libraries and publishers" says the report.

Budget cuts have made universities more conscious than ever of the need to look after the pennies in the hope that the pounds will look *after themselves. Bristol University is one of those trying to cut bills* by encouraging staff to switch off lights and electric appliances. The fortnightly newsletter is featuring the adventures of Dave Supersave to bring the point home.

Prejudice against schizophrenics condemned

by Brian Deer

The University of Warwick's medical officer, Dr Thomas Dann, has been rebuked by psychiatrists for claiming schizophrenics should not be allowed to begin or continue residential *academic courses.*

In a letter to the *British Journal of Psychiatry*, Dr Dann wrote: "It is no kindness to send such people to university, and it often causes distress to them, their families at home and their co-students.

Universities are not places of peace and stability, he warned. They are places where robust mental health is required."

But in a letter published in the same issue, the journal's editor, Dr John Crammer of the Maudsley Hospital, London, said it would be "a terrible act of blind prejudice," if Dr Dann's advice was followed.

Dr Crammer said last week that he had never published a letter of his own before, but he felt very strongly about the matter. "I wanted to answer to some extent what I thought was a very foolish letter."

Consultant psychiatrist Dr Colin Brewer, who until recently saw patients from Birmingham University, said there was "little truth" in Dr Dann's argument and that home life or work could be just as stressful as university.

"You don't just push people off university courses just because of one breakdown. You try to give them a chance," he said. "I've *treated quite a few students with* schizophrenia – some cope and some don't."

Dr Dann commented that he was referring only to three or four students a year – who were required by university policy to withdraw from courses for the remainder of the session, following a breakdown. (*Times Health Supplement.*)

Maths shop offers second chance

Scotland's first walk-in numeracy centre opened this week in Edinburgh to advise and tutor adults in basic mathematics.

Dr Ralph Jordinson of Edinburgh university's mathematics department formed the idea of the centre after seeing an article in *The THES* about an "education shop" in London.

The centre is sponsored by the mathematics department, the Scottish adult basic education unit, Lothian region adult basic education unit, and Edinburgh University Settlement, a voluntary organization which promotes community action within the university.

The centre staffed by 19 volunary tutors will open every weekday lunchtime, Saturday mornings and three evenings a week.

Nato warns of threat to science

by Robin McKie
Science Correspondent

Scientific research in the West could be "endangered and destroyed" if urgent moves are not undertaken by governments, Nato's science committee has warned.

*In a message to scientific authori*ties of member countries, the committee states that for some years "a crisis situation" has been developing in a large number of university and public laboratories. "The great slowdown and even almost total halt in recruitment and the sharp turndown in financing procurement of top quality equipment have spread unease in the laboratories, seriously inhibiting their competitive spirit", it states in a report, *Research Manage*ment and Zero Growth.

The committee, which is described as being devoted entirely to cooperation in non-military science, calls on politicians, leaders of industry and scientific organisations to restore growth to research funding. Scientists must also be prepared to abandon certain specialist subjects and apply their expertise to new topics that may appear very remote from their usual activities.

"The scientific community must also admit that not all scientists are of equal value and that resources have to be concentrated in the hands of the best among them." The report adds that scientists must also be prepared to accept a "pooling of their research equipment, including the "internationalizing" of large, and even medium, sized equipment which should be financed on a bilateral or multinational basis.

The committee consists of a senior civil research scientist from each of Nato's 15 member countries – Britain's representative is currently former Science and Engineering Research Council chairman Sir Geoffrey Allen – and has distributed its report to all member countries and their related industrial and civil scientific authorities.

The basis of the problem stems from the rapid rise of scientific spending in the 1960s which has been followed by a levelling off of funds. This has caused a cutback in recruitment and an aging of the existing research population which is taking up increasing amounts of salary budgets. This affects not just the hiring of bright new talent but limits funding for new equipment.

"The amounts left for equipment procurement and maintenance are being reduced to almost zero", says the report.

Leeds Poly needs cash for athletics

Leeds Polytechnic has asked the city council to provide £250,000 to bring its athletics facilities up to national league standard.

The ambitious scheme at the Beckett Park campus of the renowned Carnegie school of physical education and human movement studies would provide sports facilities for local athletics clubs, schools and members of the public, as well as students.

The polytechnic proposes to resurface and renovate the track, extend floodlights and landscaping, and build jogging trails through the surrounding 100 acres of playing fields and woodland.

Leeds Council will decide next month whether to provide capital from next year's leisure services and education budgets. If the council fails to back the scheme, £30,000 already promised by the Sports Council will be withdrawn.

Carnegie school is the oldest men's physical education college in the country, but now caters for both sexes. It merged with Leeds Polytechnic in 1976. Members of the academic staff include Nick Whitehead, manager of the British athletics team, and Wilf Paish, the team's former coach.

Its science sports laboratory, *headed by Dr John Humphreys, evaluates the fitness of international* athletes including Olympic gold medallist Sebastian Coe.

Mr Clive Bond, head of Carnegie school, said: "*It makes sense to* make this into a centre of excellence for athletics. It will give us the facilities we desperately need, as without a decent track we can't teach our courses or have competitions. We have to improvise and we shouldn't have to be in that position as one of the leading schools of physical education in the country."

The development of athletics in Leeds has been severely jeopardized by the poor facilities. Sub-standard tracks at Beckett Park and Temple Newsam have forced the Leeds City Athletics Club and polytechnic athletes to travel 15 miles to the village of Cleckheaton to use its track for British league meetings.

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North American news

Budget proposes to cut grants

from Peter David
WASHINGTON

President Reagan's 1983 budget proposals, which must be approved by Congress before becoming law, sharply reduce the already battered system of grants and loans which most American students use to subsidize their college courses.

One of the biggest cuts is in the basic "Pell" grants programme which provides awards to nearly three million students on the basis of a means test. Higher education groups estimated last week the programme would be cut to $1,400m, some $900m less than the sum agreed by Congress for 1982.

More than a million students would cease to be eligible for the grants. Students whose families earned more than $14,000 a year would be excluded and the maximum grant paid to very poor students would be cut from $1,800 to $1,400.

Three smaller grants programmes are to be ended entirely. They are the supplemental educational opportunity grants for students at high-price colleges, national direct student loans and state student incentive grants. About 600,000 students currently benefit from the three programmes.

Guaranteed student loans, through which the government subsidizes low-cost loans to more than three million students, will no longer be available for postgraduate and professional students – who now make up nearly 20 per cent of all borrowers.

A substitute programme, auxiliary loans to assist students, would carry a 14 per cent interest charge instead of the guaranteed loans' 9 per cent. The college work-study programme, which provides part-time jobs for students, will be reduced by 27 per cent, cutting 250,000 students off the jobs rolls.

In addition to these 1983 cuts, the new budget asks Congress to make a new $136m cut in student aid in the 1982 budget provisionally agreed by Congress this winter.

The new budget is the fourth time the Reagan administration has turned to student aid as a means of making big cuts in public spending.

First, in the 1981 fiscal year, "Pell" grants were cut by $500m and national direct student loans by $100m. Then the president's Reconciliation Act last August dramatically reduced spending ceilings on Pell grants, guaranteed student loans and social security education benefits.

Finally, a budget resolution for 1982 approved in Congress last December imposed new cuts, reducing student aid 15 per cent below the level of the Reconciliation Act.

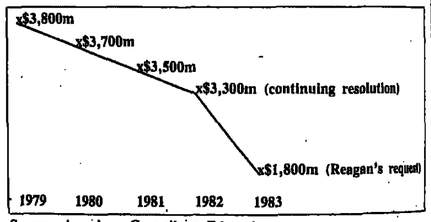
To these three cuts the new budget adds an additional reduction in the current year and dramatic cuts in 1983.

Assessing the impact of the budget, the American Council on Education said at least half the students in higher education received federal financial aid. Over 3.3m benefited from one of the need-based grant programmes and 3.5m received guaranteed student loans.

The Reagan administration's proposed reductions for 1983 would remove the eligibility of over one million students for "Pell" grants, and limit eligibility to those with family incomes below $14,000.

"In dollar terms, about half of the aid presently available to needy students would be eliminated, leaving assistance available primarily for students at the poverty level (in reduced amounts) and virtually eliminating assistance for most students with family incomes in the $14,000-$25,000 range."

Federal appropriations for student grants and loans



Source: American Council on Education

Reagan 'will stop poorer students going to college'

The huge student aid reductions announced in President Reagan's 1983 budget will lead to "disaster" in higher education, American university leaders said last week.

Spokesmen for the major university associations said the Reagan administration had abandoned the commitment of previous administrations to help poor students go to college.

Mr Jack Peltason, president of the American Council on Education, said several hundred thousand students would be unable to take higher education courses as a result of the new cuts.

"It means that this administration is advocating the abandonment of a bipartisan, 25-year-old commitment that college will not be denied to any person because of the financial condition of his or her family," he said.

In an early assessment of the budget impact, the council estimated that student aid programmes would be halved by the 1983-1984 academic year. The budget would eliminate over 2.8m awards to needy students and deprive about 600,000 potential postgraduate students of loans.

Mr Peltason said both President Carter and President Nixon had promised Congress that no qualified student who wanted to go to college would be barred by lack of money.

He continued: "Scuttling of this commitment would hamstring colleges and universities in carrying out their key responsibility of providing an educated and skilled workforce for the economy – a workforce needed to make the economy grow and meet competition from abroad."

The severity of the president's budget elicited a sharp and united reaction from the whole spectrum of higher education associations – from community colleges to the elite research universities.

Mr Dale Parnell, president of the American Association of Community and Junior Colleges, said cuts in the basic "Pell" grant programme would strip about 135,000 community college students of grants and reduce the amounts paid to the remaining 565,000.

The Association of American Universities, which represents the nation's top 50 research campuses, said the decision to stop giving guaranteed loans to postgraduate and professional students would damage the flow of skilled manpower into industry and academic life.

In a press statement the association criticized the administration's decision to replace the guaranteed loan programme, which is used by more than half America's postgraduates, with an alternative scheme charging an interest rate 5 per cent higher.

"Under this programme it would not be unusual for a graduate student to face at graduation a loan repayment of $500 a month for ten years. Such heavy debts undoubtedly would turn many talented students away from our graduate and professional schools altogether."

Dr Steven Muller, president of Johns Hopkins University, told a meeting of independent universities that the administration's spending cuts threatened to slam closed all the doors that had been opened over the last 25 years.

He said the private universities wanted to continue to recruit about one in five of the nation's students. "But it never occurred to us in 1977 that we would face the prospect of pursuing that goal in the context of a reversal of public policy that would shrink enrolments throughout higher education by limiting access only to those who have substantial needs."

Mr Allan Ostar, president of the American Association of State Colleges and Universities, said earlier cuts in student aid had already reduced the number of young people in the public sector universities. Nearly 60 per cent of state universities polled last autumn reported that students had dropped out of college because of the federal aid cuts.

A statement by the Committee of Urban Programme Universities, which represents 30 major public and private city universities, expressed "shock and dismay" at the severity of the proposed cuts.

"They are a formula for putting an end to the generation old national commitment to educational opportunity which has opened our campuses to more and more Americans."

Race tax bill runs into difficulties

The Reagan administration is facing new obstacles in its effort to reverse the president's controversial decision last month to allow private schools and colleges which discriminate against black people tax exemption.

The wave of public criticism of the decision, which reversed a policy introduced by President Nixon in 1970, prompted the president to send Congress a bill restoring the original policy.

He said his only objection to the policy was that it had been pursued by a government agency without proper authorization from Congress.

But now Congress is showing signs of reluctance to pass the new bill. It is opposed by conservative Republicans who believe the president's original decision was right and that private schools which bar black students for religious or other reasons should be allowed to do so.

But it is also opposed by liberals who refuse to accept the president's argument that a bill is needed. They claim the 12-year-old policy pursued by the Internal Revenue Service already has a well-established mandate.

The president's congressional allies hope to rescue the president from this embarrassing predicament by introducing a resolution instead of a full bill. But the Democratic controlled House of Representatives is likely to block either measure.

More than 200 lawyers and other employees in the Justice Department last week wrote to the head of their civil rights branch questioning the Reagan administration's commitment to enforcing the nation's civil rights laws.

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Overseas news

Yugoslavia keeps pace with the West

by John O'Leary

Yugoslavia, with relatively slender financial resources, has matched and even exceeded the rate of educational expansion of Western European nations, according to a newly-published report by the Organization for Economic Cooperation and Development.

The report was the product of a fortnight's visit by three OECD "examiners" including Professor A. H. Halsey of Oxford University. It recorded a dramatic increase in the number of students in higher education but found that progress towards equality of opportunity remained slow.

By 1975-76 students from the families of manual workers represented only 20 per cent of those in higher education in spite of a policy of cutting the proportion from the homes of wealthy and well educated parents. The figure had risen by almost 3 per cent in five years.

Among the causes of continuing low participation in this group might be Yugoslavia's reliance on a student loans system, the report says. Although outstanding students or those willing to teach in remote areas may have their debts waived, it is thought possible that the system may have an effect on educational opportunity.

The report also criticizes slow completion rates among degree students, who took an average of six or seven years to finish their studies during the 1950s and still took an average of more than five by the late 1970s. The government has set a target of four years.

The examiners advise the Yugoslav government to examine more carefully both the effects of the loans system and the reasons for such slow completion rates. They also express concern about " the fate of the less readily marketable products of higher education," because of the danger of over-emphasis on utilitarian studies compared with cultural subjects.

"A shift of class power from businessmen to working men and women does not dispose of the dangers of market domination over higher learning," the report says. "To put the issue sharply, we may ask whether the self-management revolution may liberate academic life from the tyranny of the political state only to enslave it to the social market."

The decentralized system of self-management, which was grafted onto higher educational institutions from industry, has also caused a complex and confused decision-making process, the examiners found. The danger exists that full-time administrators may wield power as a result, rather than the teachers, students, citizens and political organizations which were meant to benefit.

Share-out of research jackpot starts row

from Geoff Maslen
MELBOURNE

More than 320 hopeful Australian academics who set out last year to collect shares of A$16m offered by the federal government for centres of research excellence have not had their prayers answered. Only 10 of the applicants will receive special grants averaging A$1.6m each. The money – a promise by the Australian liberal party before the 1980 election – will be used to set up special research centres at seven higher education institutions.

Despite the competition, Victorian institutions appear to have scored remarkably well in getting more than a third of the promised cash. Melbourne University will be able to establish two centres – one to investigate plant fertilization and disease, the other to explore the diagnosis and treatment of cancer.

Monash University will have a centre looking at various economic questions and the Royal Melbourne Institute of Technology will share A$2m with the University of New South Wales in a study of microelectronics.

Other centres are to be established at Sydney University (two), the University of New South Wales (two including the one in association with RMIT) and one each at the University of Adelaide, Western Australia and at the Australian National University.

The idea emerged from the former universities commission in 1975 in the form of special postgraduate centres. There were to be 20 to 30 of these spread around Australia. Existing research programmes of high quality were to be recognized and the money would be used to build up a concentration of equipment and researchers of international standing. When the concept reappeared in the liberal manifesto, the number had been cut back.

Last week while the successful few were celebrating, others were criticizing the whole idea of special research centres. Dr Ian Lowe, vice-president of the Federation of University Staff Associations, said his organization was opposed to the principle of financing research centres this way. He accused the government of cutting money to universities so that it could pay for the centres.

"This is a novel procedure in which Peter isn't being robbed to pay Paul, he's being robbed to pay Peter," said Dr Lowe. "We can't blackball those academics who have accepted these grants but we think its unfortunate that universities which lamented the proposal when it was first floated, fell over themselves in their rush to lodge applications."

Dr Lowe said he was concerned at the apparent bias towards commercially orientated areas of research, particularly in biological and medical work, at the expense of basic research in the humanities. Six of the 10 centres are concerned with medical or biological studies and only the Monash University centre is in the social science field. This emphasis on applied research was not surprising considering the predominance of people with business interests on the committee set up to recommend the research centres, Dr Lowe said.

The committee – set up last May – was chaired by Mr S. B. Myer, chairman of an Australian chain of clothing shops. Other members were a Perth business man, a management consultant, and the chairman of the Universities Council, Professor D. Dunbar.

In its report to the government, the committee acknowledged the weighting given to medical and biological research but said Australian scientific activity was very strong in these areas. It had chosen to give higher priority to individual researchers who were likely to break entirely new ground at the frontiers of a subject, rather than to those following well-established techniques. The committee noted that if more money had been made available it could have selected at least twice the number of centres it had.

The executive officer of the committee, Mr Reg Gillett, said the committee had concentrated on individual researchers because it was asked to assess their academic brilliance. The people selected were at the top of their respective fields and it just happened that more of them were in the biological areas.

He said the committee, with advice from Australian academics, had whittled down the initial 330 applications to 30 and had then sought assessment to these from international leaders in the relevant disciplines and from at least one of the assessors nominated by each proposer.

Lord Carrington, Britain's Foreign Secretary, receives an honorary degree of Doctor of Laws from the president of the University of the Philippines, Dr Edgardo J. Angara. The award was conferred last week in Manila while Lord Carrington was on a tour of South-East Asia.

China's Great Wall of trees

from Thomas Land
GENEVA

China has embarked on a tree planting project intended to turn a fifth of its territory into woodland by the end of the century. Its new policy is assisted in a big way by Canada, a world leader in the field, under a three-year agreement of scientific cooperation which was recently signed in Peking.

The Chinese campaign was described during a recent conference concerned with the relentless decline of the earth's remaining forest cover. Many fear that, in the long-term, the trend could lead to permanent drought affecting the wheat growing plains of the northern hemisphere.

A forerunner of such a disaster, making tens and perhaps hundreds of thousands of people destitute, appears to have hit China already – but scientists say that the situation is still far from being irreversible. Hence the national afforestation project to stop land erosion and to control flooding as well as industrial pollution.

China's memorandum of agreement with Canada calls for cooperation in forest management, silviculture and regeneration, control of forest pests, tree genetics and tree improvement, forest-fire control, forest harvesting operations and stand tending. It provides for exchange visits of scientists attached to the leading universities of the two countries and for collaboration in research.

China plans a great wall of trees at least 4,400 miles long. The choice of pollution-resistant species provides the Chinese scientists and their Canadian collaborators with an opportunity for a gigantic experiment in environmental management.

Warsaw stays closed

Plans to reopen undergraduate courses at Warsaw University had to be abandoned last week because of continued student unrest. Reports reaching Sweden indicate that students attending the special opening lectures explaining the martial law regulations had heckled and catcalled the spenkers.

Duplicated leaflets from the banned Independent Students' Association (NZS) have been circulating in Warsaw, calling on students of the world for help in their struggle for academic liberty. The majority of activists of the NZS are now interned and the organization itself outlawed (and not merely, like Solidarity, suspended).

The extended closure of Warsaw University, was followed by an announcement by Jerzy Urban, the government press spokesman, that martial law restrictions in Wroclaw have had to be tightened up due to student unrest at the Technical University. Wroclaw is a very sensitive area – it was there that the 68-year-old Professor Tadeusz Koszecki died of a heart attack while trying to defend his students from a police attack just before Christmas.

The reprisals, however, have been nationwide. Around 35 per cent of the students of the Krakow Mining and Metallurgy Academy are known to have been expelled under the new political "verification" procedures – a percentage which is likely to be reflected throughout the country. There is an increasing number of arrests in academic circles. This differs from the "internment" at the imposition of martial law which for "almost everyone" General Jaruzelski has said, will be without prejudice to future careers. Arrests for acts against the martial law regulations – strikes and protests – will be more seriously penalized and will mean a permanent police record. Convictions for such activity have been reported across the board of academic life from the prestigious Nuclear Research Institute at Swierk outside Warsaw to the tiny Tree Genetics Institute of the Academy of Sciences at Kornik.

Several prominent academics, including Dr Klemens Szaniawski, who worked on the draft of the new higher education bill, have been released from internment. At least one, however, Dr Wladyslaw Bartoszewski, a professor of history at the Catholic University of Lublin has refused to sign the prescribed oath of loyalty and has elected to stay in internment.

The continuing clampdown puts at risk Polish students stranded in the West. Many of them had been NZS activists, others have had their visas expire and are now technically abroad illegally.

One such activist, Marek Ciborowski, now in London, is attempting to organize some kind of relief programme. There are some 500 such Polish students in Britain, he says, of whom perhaps 100 would like to continue their education here on a temporary basis. Although some colleges have expressed willingness to admit them, the problems are immense, from the prolongation of visas to the organizing of emergency scholarship funds and work permits.

Jobless future for 250,000 graduates

from Emil Zubryn
CUERNAVACA

Some 250,000 university graduates face unemployment by the end of the decade, a member of the Analysis Commission of the new National Plan for Higher Education in Mexico has warned. Mr Jorge Enrique Zambrano Villa, dean of the University of Guadalajara, said that official estimates based on economic growth statistics suggest that demand for professionals may be below 2 million by then.

The plan, which is to be applied in the 1982-1992 decade, bases requirements for graduates on a continued economic growth of 7 to 8 per cent. However, economists are not certain that Mexico will be able to attain this and in fact, predict a drop to 6 per cent for 1982 and possibly lower in succeeding years.

Dean Zambrano Villa said that to avoid future problems, there was a need to plan higher education based on the socio-economic necessities of the country for a population that will surge to 90 million. He estimated that some 10 per cent of this number will aspire to complete higher education studies.

But demographic and economic factors, and incongruence in higher education plans, as well as actual and future growth of universities, can have negative repercussions. Many professionals might have to be retrained. He also said there could be a large excess of professionals in certain sectors if the economy slowed down.

Substantial financing for institutions could only come from sustained economic growth. The government's education plan projects a reduction of enrolment on the university level from the 1970-80 level of 12.5 per cent to 10.3, with direction of youth to technical studies instead to provide industry with trained personnel. Officials are confident that the plan will work, but educators have their doubts.

Nationalists plan Urdu university

from Brian Ellis
ISLAMABAD

Proposals are being formulated for an Urdu medium university in a further attempt to Islamicize Pakistan. Nationalistic as well as religious considerations have a role to play in this.

The Federal Education Minister, Mr M. Hoti, said that all developed and prosperous nations had given encouragement and status to their respective languages. As such Urdu deserved all encouragement for its due status in Pakistan.

Although the government is accelerating Urdu as the indigenous national language, its appeal and use are problematical. Apart from Pakistanis – who for a variety of reasons – still retain English as their first language, Urdu remains essentially a provincial language.

Used most frequently in the Punjab, even here it vies with Punjabi for provincial prominence, while in other parts of the country its appeal is subordinate to other languages eg Pushto in the North West Frontier Province, Sindhi in Sindh and Baluchi in Baluchistan.

Science made easy in the Third World

Patricia Santinelli describes the success of a laboratory workers' teaching programme which may run out of funds

Villagers in Tanzania. Their chance of adequate health care are threatened by the Overseas Development Administration's decision to cut aid to the SIM teaching programme.

One of the most significant education and training projects devised for developing countries, but which clearly has wider applications, may cease to exist in May, as a result of government spending cuts.

The self instruction material programme (SIM) was designed for medical laboratories in remote areas of the Third World by Dr Elsa Woodward who is currently seconded to the Medical Research Council's Clinical Research Centre in Harrow. SIM is due to lose its grant from the Overseas Development Administration, which has had to wind up its general development fund.

SIM aims to develop the all-round job competence of new laboratory workers who have only basic literacy and numeracy and no scientific education. It consists of a mixture of instructions, information and practical exercises designed to exploit the students' work environment as an aid to learning.

This approach makes funding difficult because the programme cannot be slotted into an established category such as medicine or education.

Yet the project could play an important part of the World Health Organization's Primary Health Care Programme which hopes to achieve health care for all by the year 2,000.

WHO is well aware that to fulfil this ambition it will need a massive investment not in hospitals but in small, rural, community health centres, most of whose laboratory, health and nursing staff are trained locally.

WHO is collaborating with Dr Elsa Woodward, on five packages for laboratory workers to use in many of its regional divisions. It expects that these will eventually be translated into other languages, particularly Arabic and French.

Dr Woodward, is a biochemist seconded to the CRC from the London Hospital where she first became involved with staff training for hospital laboratories. She found conventional methods unsatisfactory and started to experiment with self instruction ideas.

"These small scale studies were encouraging but a busy hospital laboratory could not support full time research into training," she says. "When a National Health Service regional scientific officer tried to set up a research project along these lines it failed because the NHS research funds are for clinical studies and not laboratory training."

This experience indicated how difficult it is to obtain funding for multidisciplinary and interdisciplinary ideas such as the SIM: even if there is finance, they are difficult to investigate and accommodate.

It is not easy to find staff with the right mixture of skills and experience and if such a person is found, it is difficult to arrange employment.

It was pure chance which brought Dr Woodward into contact with Dr F. L. Mitchell, head of the division of clinical chemistry at the CRC. The division had a conventional interest in laboratory instruments and an added slant towards the rural areas of the developing countries.

"What was more remarkable was Dr Mitchell's recognition that some special new training facilities were essential if the rural areas were to benefit from the instruments on any significant scale," she said. "He was able to arrange CRC and MRC funding of the SIM project for the first 21 months, after which it was clear that the SIM approach had a much wider application."

Dr Woodward stresses that without the special environment of the CRC it would have been impossible to get the project off the ground. "As part of the MRC, it provides a broadly based research environment, combined with close links to hospital laboratories and also to the developing countries through the MRC's tropical medicine research interests," she says.

She admits, however, that her first reaction to developing a programme of self instruction material for laboratory workers in the developing countries was that it would need an induction course on how to use the material. Much to her surprise this turned out to be wrong when she tested the material in The Gambia.

It was there that Dr Woodward conducted the majority of her tests, mainly because of the MRC's contacts there, and the suitability of the area in terms of remote laboratories and general local conditions. But it is also currently being tested in Tanzania by one of the ODA technical cooperation officers and in New Zealand at a training centre for Pacific Islands health services. In addition it will shortly be assessed by WHO in its regional divisions.

From the first experimental package which was linked to a colourimeter it became clear from the students keenness and interest that she had hit on a formula which inspired them both to become more efficient and to continue their education.

This was confirmed with the production of the first purpose built package of the integrated SIM programme "Feeling Fine and Feeling Bad".

The first package is one of a group of four dealing with anatomy, physiology, chemistry and microbiology. A part from introducing students to essential learning and writing skills, it considers good and bad health and introduces the concept of diagnosis, the role of the laboratory and some basic scientific ideas as they apply to medical laboratories and health care.

The package tries to grab students' interest and stir their imagination by using simple and reassuring language from the beginning. Its "softly, softly" approach aims to persuade them to carry on and not to be disheartened if they fall to understand the contents immediately.

Perhaps the self discovery aspect has been one of the most important achievements of SIM. Students who have used it appear to have developed both emotionally and intellectually and gained in confidence, judging from letters received by Dr Woodward.

In fact their enthusiastic response to the SIM and their demands for more packages would be the envy of many academics and institutions. To quote, for example, from Simon Correa who worked at an MRC outpost in Basse, in The Gambia, and whose education had finished at junior secondary level.

"It is very true that the more you read, the more you know. The SIM was very hard the very first time I read it, so I read it over and over till I was able to get what it was talking about. Despite the fact that it was hard I enjoyed it," he wrote.

From Kebbeh Janneh, another MRC Laboratory worker and the only one among those who used the SIM to have O-level standard, we hear; "When I first started using the SIM I felt like doing the impossible. But after a few days my interest was aroused and I felt proud of every single result."

Whilst from Fiji, we have a letter from A. Bani, a laboratory technician who had attended a course at the Pacific Paramedical Centre in Wellington. For him, too, the Sinpackne had opened new horizons.

"I would like to continue with such papers in the future," he wrote. "I think there is some doubt as to whether this training centre will be involved. But I think what matters is to know any medical background in relation to health."

For Dr Woodward such responses have been a direct encouragement to continue, knowing that she is on the right track and that to stop now – as she will undoubtedly be forced to if no other funds are forthcoming – would not only be sad for her but a tremendous loss to existing SIM students and the thousands of others who might profit from such material.

She says SIM has meant a major study of learning processes, especially in relation to the potential for learning in a work environment. And that this aspect of learning is not one that educational institutions would know much about or would usually regard as their legitimate interest.

"The difference is that you can learn about some aspect of a job at college, but when you learn on the job you actually have to be responsible for the results of your action.

She adds that conventional learning at work is difficult to monitor and often interferes with work operations. The SIM includes various provisions for monitoring and since the student learns on his own, it offers a flexibility which makes it easy to fit in with work schedules.

Dr Woodward says one of the major difficulties in designing such material is that it must be simple for the reader and so you must constantly review and analyse what you are doing to avoid making incorrect assumptions about students' knowledge.

Another dimension which may have a major impact on future developments of the SIM programme, has been added through collaboration with the WHO. Up to now, Dr Woodward has worked mostly on her own, but she has now been cast in a new role as consultant and coordinator for the five packages commissioned by WHO and being prepared by five hospital biochemists under her direction.

The five packages cover subjects which are interdependent and need to be closely integrated. This has involved developing special techniques because the collaborators are in different parts of the country.

Unlike the first SIM, these packages are aimed at students who have a little scientific knowledge, but the same principle of giving them a sound grasp of basic ideas and helping them to apply these in their own job is to be followed.

It would be sad therefore, if ground work of such a nature which still needs considerable development but which has obvious potential should disintegrate through lack of funds. It is clear that the SIM has not only a future in the developing countries, but could have tremendous applications in, for example, the work of the Open Tech and other schemes of the Manpower Services Commission.

Charlotte Barry on the uncertain future of CAITS

The bus that runs on the rails

The road-rail bus stopped on its tracks. Below: CAITS co-director Richard Fletcher (centre) works on the prototype.

Just over five years ago trade unions at Lucas Aerospace canvassed support from 180 academics in this country and abroad for their radical alternative plan to fight factory closures and redundancies. Only three showed any interest.

One was Richard Fletcher, principal lecturer in engineering at North East London Polytechnic, who offered to share his work on the development of a road-rail vehicle with the Lucas Aerospace shop stewards combine. This approach led to the setting up of the Centre for Alternative Industrial and Technological Systems (CAITS) at NELP in 1978, backed by a £7,000 lump sum from the Joseph Rowntree Trust.

During the last four years the work done by CAITS under the shop stewards' alternative corporate plan has attracted worldwide publicity and interest.

The centre has helped protect and create jobs by identifying products in the fields of transport, medical technology and energy conservation that could be manufactured by private companies which are declaring people redundant because of falling orders. It has branched out into industrial and trade union studies, cooperative development work, and spread its ideas through conferences, lecture tours, seminars and workshops.

The unit, which has just published a report on the first four years, is the product of a unique partnership between academics and trade unions, rather than management. The two voluntary co-directors are Richard Fletcher and Mike Cooley, a member of the Lucas shop stewards combine till he was sacked from the company last year. The centre's coordinator is Mike George, an industrial relations expert, whose salary is paid by the polytechnic, which provides the premises.

Since 1978 CAITS has received about £60,000 from the Methodist Church, War on Want, the Gulbenkian Foundation, the Science Centre in West Berlin and others, which pays for a small research and administrative staff.

On the technical side, it promotes ideas from workers on the shop floor. Mike George explained: "We are keen on the idea of so-called ordinary people coming up with concepts and designs – not just paper ideas, but clear ideas about alternative products that can meet the social needs of the community."

The most renowned has been the road/rail bus with pneumatic tyres that can run on asphalt or tracks, which Lucas workers see as the first step towards an integrated public transport system.

When CAITS was set up, Richard Fletcher had already built a small-scale prototype, so a damaged bus was bought, repaired and converted at NELP with the help of a student from Middlesex Polytechnic on a nine-month placement. Lucas engineers helped to build parts in their spare time and the bus joined the People's March for Jobs on its trek from the North of England to London last summer.

Since then both the National Coal Board and the National Union of Miners have shown keen interest in the possibility of adapting the road-rail idea for use in pits in an attempt to cut down accidents.

Other technical development projects at CAITS undertaken in conjunction with NELP's school of engineering have included a nut-tapping machine, a hybrid internal combustion engine, an electric power unit for road vehicles and an electricity generating plant for Third World countries. It has also developed portable renal dialysis equipment, small gas turbines and hybrid power packs and tested their possible impact on the market.

The Lucas workers' alternative plan was not only concerned with the reconstruction of the aerospace industry to make better use of redundant workers, plant and equipment. It was also keen to look at the broader social responsibilities of British industry, and its relationship to the national economy and local communities.

During 1978 CAITS worked with the Lucas unions to compile a 350-page negotiating document *Turning industrial decline into expansion* which was put to the company and the Government after it threatened to close three factories and make 2,000 workers redundant. Part of the work involved a review of the aerospace industry in this country and worldwide, and suggested several proposals for manufacturing alternative products such as kidney machines, industrial gas turbines and industrial ball screws.

Shortly after, the centre was asked to collaborate with trade unionists in Dunlop over possible alternatives to the closure of a factory at Speke. This led to a review of the British tyre industry in collaboration with Warwick University's school of industrial and business studies.

Similar approaches have been made by workers at Thorn/EMI following the merger, at two of Britain's four naval dockyards, and in the Scotch whisky industry which is suffering decline as a result of multinational takeovers.

CAITS has also become involved in the development of cooperatives and community industries. It helped Triang workers set up Taff Products after its factory closed in South Wales. The centre also advised on the setting up of the alternative London newspaper *East End News*, and is involved in the Islington Cooperative Development Agency.

The idea of the Lucas corporate plan has spread round the world, and it has been endorsed by the British TUC, the former Labour Government and the present Swedish and French administrations. Co-director Mike Cooley was awarded an alternative Nobel prize, and at least six centres modelled on CAITS are in the process of being set up in Germany, the United States and Australia.

In spite of its success, CAITS faces an uncertain future. After an administrative wrangle last year, NELP governors agreed to pay the coordinator's salary for a further year and allow the centre to stay in the polytechnic until this summer. In the meantime, CAITS has been deliberating whether to renegotiate with NELP or seek another home.

Part of the problem stems from disappointment in the lack of collaboration between CAITS and the NELP school of engineering.

At the outset, it was envisaged that students at the polytechnic would help in the design of alternative engineering projects and related activities, perhaps as part of a third-year option or dissertation work.

Mike George said: "We were hoping to be a catalyst to combine certain activities in the engineering faculty and business faculty, and conceived the idea of having interdisciplinary groups of students and staff. "Students would not only be working on projects in the polytechnic but would also work with skilled engineers and designers at Lucas. That was what we envisaged, but in fact very little has happened."

Ironically, similar proposals are already being put into practice at the Unit for Development of Alternative Products at Coventry (Lanchester) Polytechnic, which is another Lucas shop stewards' initiative. The unit expects to have 50 final year design undergraduates working soon on 20 individual projects in the fields of transport, energy conservation and medicine matched to the skills of local engineers.

However, Mike George remains confident in spite of the NELP setbacks. "Polytechnics talk about being connected up to the needs of industry, but what about the needs of society as well?" he said. "During a time of mass unemployment among other issues, there's a need for further and higher education to address that.

A man who predicts futures for all

Paul Flather talks to the American guru of econometric models

Economic forecasters have a rough time. The past fortnight alone has seen enough varying predictions tossed out to give the profession a bad name. If there is one man capable of holding the bridge, it is Professor Lawrence Klein, the American guru of modern econometric models, who won the 1980 economics Nobel prize.

Forecasting has been Klein's passion for more than 30 years. Taking time out from a fortnight's visit to London last month to give two lectures, he smoothly launched into a catalogue of some of his major forecasting successes. There was the recovery of the United States economy after the war, forecast against the conventional view that the 1930s depression would return. In 1953 after the Korean War there were predictions of a second crash to match 1929, but the models forecast just a slight downturn. Then in 1973 his own model forecast worldwide depression, although it underestimated the inflationary spiral.

Klein puts mistakes down to failures in data compilation and statistical revision. He is less inclined to blame subjective factors or theoretical assumptions. He has had too much contact with models that work. "I take the view that when dealing with human population and human behaviour you will be right two-thirds to three-quarters of the time. It's not like running quality control on a product, when you guarantee the result 99 per cent right," he said.

Political shocks such as the Vietnam War, oil price rises or the grain embargo to the Soviet Union, make the task more difficult. The ultimate test of any model is its ability to be right, and he advocates far more evaluative testing of British forecasting models. His own Wharton School Model, which he has refined and revised since 1962, came out well of the 13 models just tested by the Boston Federal Bank in the US.

Professor Klein is a quiet, unassuming man, very definite in his views, but modest and plainly nice. Among forecasters he is an unknown-ledged giant. When he helped develop the first comprehensive model of the US economy – the Klein-Goldberger model – scepticism about forecasting was rampant. There is still scepticism, but modelling is a growth industry.

When he first built models he relied on desk-top electrical calculators that took two days to run a forecast, and a further day to produce an alternative. It was necessary to stick to small models. Now a 100-equation model is small, a 1,000-equation model is conventional, data files are always up to date, instantaneously adjusted and accessed.

Klein first made his mark as a student under Paul Samuelson, another Nobel prize winner, who led him into the heart of the Keynesian camp. He published *The Keynesian Revolution* in 1949. As a specialist in economics and mathematics it was only a short step to the world of econometrics, and the statistical application of the theories.

In 1953 he produced a textbook on econometrics, developed new sampling techniques while at the Survey Research Centre, Michigan, and together with Arthur Goldberger, developed the first model of the US economy that worked, the Brookings model, the prototype for many more until the 1960s. Soon after he left for Oxford largely to escape the McCarthy climate, joining the university's Institute of Statistics.

When money became available he began work on a model of the UK economy. It was not altogether successful, mainly because of the poor data, and British model building did not really take off again until the mid-1960s. One of Klein's students at Oxford was Jim Ball, now principal of London Business School.

Klein returned to America in 1958 to join the University of Pennsylvania, where as professor of economics he has been supervising his models ever since. He even refused a top slot in the Carter administration in 1976, after advising during the election campaign. "Not all academics should go into politics. Some should. But I do not want to be a politician."

He is now working on Project LINK, a massive enterprise to link a number of international models to produce worldwide forecasts. Countries involved include the US, Britain, France, Italy, Finland, and West Germany. The project has existed in embryonic form since 1969, and has not as yet contributed to any major new understanding of forecasting.

Klein sits firmly in the neo-Keynesian camp. In one of his London lectures he launched a broadside on the new monetarist orthodoxy saying that the new wave of supply side economics had not undermined the essential substructure of Keynesianism. He accepts the monetarists have forced economics to reassess the importance of financing and credit. But they could not explain the effects of Nixon's 1971 economic policies (based around tax cuts) for example or the oil price rises.

Professor Lawrence Klein: confident.

Monetarists in America with their high interest rates have produced two US recessions, encouraged worldwide destabilization, and created a very volatile system, he says. "It's not a very good record."

What then does he think of Mrs Thatcher? "Her policies are too harsh." He responds by quoting the title of an essay by economist Roy Harrod written in 1949: *Are these hardships necessary?* Plainly not, he says. Of course money management and demand management are needed, but so are structural policies to promote employment, productivity, exports and industry.

He is complimentary about British modelling teams, but believes them too reserved for their own good. He says they deserved more funds, and called for a national data file to be set up, accessible to all parts of the UK. He also suggests the creation of small computer models for use by all economics students.

What explains Klein's greatness, alongside other Nobel prize winners? He has not produced any single work that will always be remembered. Nor was he the first model builder. But he built the first successful large scale model. He also stuck doggedly to the task of refining the model, securing funding for his model, and of using his model to make decisions. He is the supreme applied economist, and that alone would be enough. But while he built and developed big machines, he has never been captured by them.

Finally it would not do to interview the father of forecasting without asking for some predictions. This will be a year for recovery, indeed it may already have begun, he said. In 1983 a big tax cut, lower interest rates, a fall in the pound boosting exports would aid recovery. But, he points out wryly, it would still not be powerful enough to make an immediate impact on unemployment.

Students at 'mixed race' Western Cape University are complaining angrily about teaching standards. Craig Charney reports.

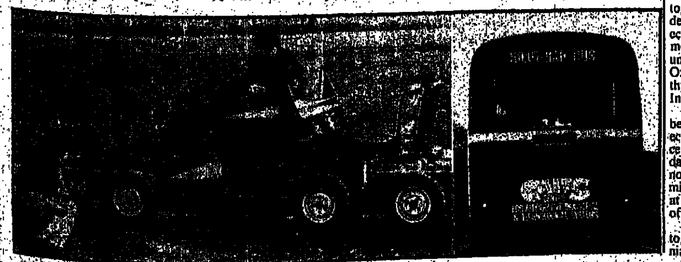
Unrest grows at 'mixed race' university

The University of the Western Cape was set up to keep South Africa's "coloured" or mixed-race students separate and quiet, but it has not done so.

No one can hold that this institution has produced a set of people who have been indoctrinated to accept the philosophy of apartheid," says the Rector, Dr Richard van der Ross. "On the contrary, you will find our students in the vanguard of the anti-apartheid people."

Indeed, UWC students have helped set the turbulent pace of political life in the large coloured community of the Western Cape. The university, located east of Cape Town on the Cape Flats, provides a good example of how South Africa's segregated black university system, apartheid's step-children, have turned on their creators.

Cape Town, origin in 1960 as a tiny university college to its present status as a full university with 4,000 students, UWC has wide-



ly been seen as bearing a stamp of inferiority.

Because liberal academics kept away, it began as a parking lot for mediocre conservative Afrikaners.

Though its calibre has risen, the faculty remains largely undistinguished. And its small size means members must teach well outside their specialities.

There is relatively little research or post-graduate study. And the facilities compare poorly to the white universities. For instance, the library has just 110,000 volumes, compared to 800,000 at the university of Cape Town.

Though the university offers lower fees and instruction in Afrikaans – most coloureds home language – as well as English, it has remained unpopular. Coloured students call it "bush", a disparaging reference to the black universities reputation as "bush colleges".

Students complain that lecturers discourage originality with rote instruction, and that UWC stands in the shadow of the white institutions.

For their part, university officials say students come in with "a chip on the shoulder" because of the institution's separate status aggravating the problems of the disadvantaged background many come from. Together, institutional failings, student resentment, and poverty explain why the first-year failure rate is nearly 50 per cent.

They also help explain why UWC has generated wave after wave of student protest.

"Nowadays," Dean Gerwel says, "students no longer come here under protest. They come here to protest."

UWC students tend to be angrier than the more middle-class blacks on white campuses, and less restrained, because they are not in a minority or in contact with whites.

Their fierce protests in 1973 led to the closure of the university, while in 1976 it became a focal point of the black uprising in the Western Cape. These years were the heydays of the go-it-alone "black consciousness" period at UWC and the other black universities.

UWC students also played a key role in the school and university boycotts in 1980, but their ideology had evolved away from black consciousness. Last years anti-republic day protest showed this when the flag of the banned, non-racial African National Congress was raised before 1,000 cheering students.

In a related shift from the elitism and faith in spontaneity of the black consciousness, students have contributed to the steady development of community organizations in the Western Cape's coloured townships over the past two years.

UWC trained theologians are also challenging the conservative role the dominant Dutch Reformed Mission Church has traditionally played among the "coloureds".

"We're creating a new kind of minister," said UWC Chaplain Alan Boesak. "For the first time in the history of our church, we will have ordained ministers who have faced the police and dogs, been detained without trial."

"UWC as an institution is almost the cause of this government," Dr Boesak adds. "The more they create these institutions, the more they rebel against their own purpose."

While the basic reason for this is the very situation of the university, these trends have been aided by the growing number of blacks like Dr Boesak on the faculty, who now make up a quarter, and of more liberal whites.

The furthest-reaching divisions, however, exist over the university's future role, over the painful transition to a democratic, non-racial South Africa has been made.

Liberals like Dr van der Ross liken it to the American black colleges – a South African Grambling or Morgan State. Though legally "coloureds", who wished to join an elite.

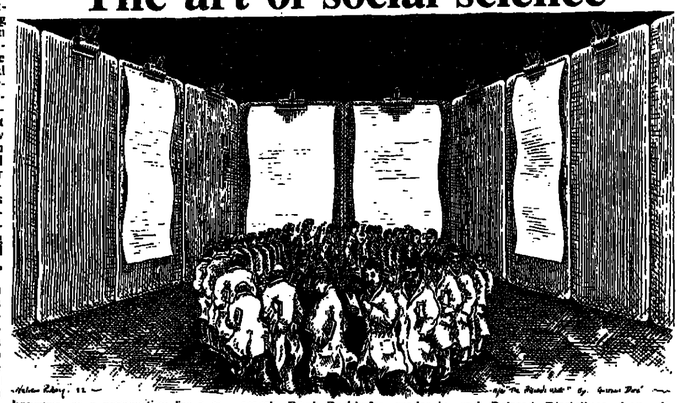
More radical thinkers see UWC's future as a third world university, opening up to workers and the community.

The goal would be "a university as a place for people instead of an elitist, euro-centric institution," Professor Gerwel says.

Thus the University of the Western Cape, like the other black "bush colleges", is torn between its apartheid past and the claims of present and future.

Martin Bulmer considers proposed changes in postgraduate training in applied social research

The art of social science



There are signs that the form and content of higher degree work in social science may change significantly in the next few years, moving towards the model of the American PhD. The Swinnerton-Dyer Committee of the Advisory Board for the Research Councils has recommended (*THES*, October 16, 1981) that social science PhDs should be restructured to put more emphasis on research training courses than on direct research, partly to improve the low completion rates of these degrees. In its recent annual report, the Social Science Research Council calls for reduced emphasis in the PhD programme on original research and more emphasis upon taught courses. All PhD programmes, it is suggested, should include basic provision for acquiring competence in research methods and techniques (*THES*, October 30, 1981).

What sort of response will such moves to alter the PhD receive in university social science departments? The debate that these proposals are likely to provoke will be a stimulating one, but resistance to change is likely to be strong. For the British tradition of the PhD (at least in arts and social science subjects) has always set itself against the requirements of course work and methodological training which are such a salient feature of the North American PhD. The preferred model is that of the lone student intensively pursuing, under the guidance of his or her supervisor, a piece of original research in a chosen field over a period of two or three years. In such a pursuit, course work requirements are regarded as an extraneous and otiose distraction from the true task of advancing the frontiers of knowledge.

It is true that course work is the basis for most Masters degree courses in social science subjects and that these are comparable to the American pattern. But Masters courses are usually an alternative to, not a prerequisite for, PhD work, and often they attract less academically able students compared to the more prestigious PhD. The best students tend to prefer freedom of individual inquiry to what sometimes seems like a fourth undergraduate year. Moreover, latterly SSRC support for Masters courses has been considerably reduced.

Some moves to change the format of the PhD have occasionally been made. The London School of Economics economics department, for instance, has recently introduced a new, additional, PhD programme requiring the completion of two taught courses and two substantial pieces of original work of article length, in place of a single, book-length, thesis.

Since its inception, SSRC has given grants for postgraduate study intended to provide a "research training". There has often been a lack of clarity as to what this meant in practice. Few guidelines were laid down and the selection of departments for the receipt of quota awards rested more upon their general scholarly standing than upon criteria such as the extent of their commitment to the North American model of the PhD. Now, in a more exigent and bleak economic climate, this may well change. One pressure undoubtedly pushing Swinnerton-Dyer and SSRC to favour more structured PhDs is the deplorably low completion rates for many SSRC-financed PhD students.

Another obvious factor relates to current changes in the labour market. So long as universities were reproducing themselves, turning out PhDs who soon become university teachers, the main criteria for judging the optimum PhD programme were internal to the disciplines concerned: in a job market where there are few if any teaching posts in higher education, different criteria operate. The suitability of the traditional PhD for jobs other than academic teaching comes into question. In his 1980 Hock Carling Memorial Lecture, Professor Raymond Illsley, Director of the Institute of Medical Sociology at Aberdeen University and chairman-designate of the new SSRC Social Affairs Committee, has questioned whether the PhD in its present form is the best way of educating postgraduates. "I do not question its merits as an intellectual exercise," he writes, "its value, however, as a preparation for a research career, particularly outside the academic world, is questionable."

Some indication of the tensions which there are between more academic and more instrumental orientations to the PhD were provided at a conference which Robert Burgess of the University of Warwick and I organized on the teaching of research methodology to postgraduate students in sociology. (By research methodology is meant the principles and practice of empirical social inquiry using the social survey, field research, official statistics, historical and other materials, and associated statistical and computing skills).

The papers from this conference have just been published as a special issue of the journal *Sociology* (Vol. 15, no 4, November 1981), providing ample evidence both of the inadequacy of the traditional PhD as a means of acquiring a wide range of methodological competencies, and of the obstacles which there are to moving toward the American model.

At the most elementary level, Professor Marten Shipman of Warwick, former Director of Research and Statistics at ILEA, recounts how simple arithmetic errors made by social science recruits who were weak in quantitative methods could make his ILEA unit look foolish in the eyes of policy-makers. The work of such staff therefore had to be more closely checked than that of colleagues. Perhaps such a situation is unsurprising when the most widely used sociology methods text, A. V. Cicourel's *Method and Measurement in Sociology*, is a thorough-going critique of attempts at any kind of social measurement.

Dr R. V. G. Clarke, a senior researcher at the Home Office Research Unit discerns a different problem with new PhDs recruited to government research. The problem is less that they lack methodological skill rather that they show a profound failure to appreciate and adjust to the policy context of work at HORU. Comparing psychology and sociology PhDs, Clarke observes that the latter often holds a more critical view of the state. When, perforce, they find employment in government, the process of adjustment to the more limited time frames and narrower policy horizons is difficult.

The late Professor Philip Abrams of Durham, in a counter-attack, questions whether the purpose of the PhD is to produce such journeyman researchers, any more than the purpose of the PhD in physics is to produce research officers for the scientific civil service. The true rationale for the PhD, in his view, is the advancement of knowledge in its subject coupled with the experience of scholarly research and learning-by-doing. Abrams is particularly critical of several pronouncements by Raymond Illsley (when formerly on the SSRC Council) about the need to make the PhD a more adequate research training.

Several contributors, however, question whether higher degree work in sociology as presently constituted can provide adequate training for research. Frank Bechhofer, reader in sociology at Edinburgh and a co-author of the influential *Affluent Worker* study, argues that the methodological tail cannot wag the substantive dog. The absence of required graduate courses in subjects like survey methods, statistics and computing, reflects the fact that quantitative research is not central to many substantive areas of the discipline.

Other evidence supports the argument that to shift British sociology closer to the North American model is going to be a difficult and daunting task. Writing in the August 1981 issue of *The American Sociologist*, Jay Demerath provides a subtle and illuminating comparison of sociology in Britain and America. The view is widespread here, he observes, that methodology is both trivial and trivializing. Sociology is most worthwhile when least operational.

There are further reasons why it may be difficult to move to a more structured PhD in disciplines such as social administration, political science and sociology, which have to do with the organization of research. Taught courses in methodology necessarily put considerable emphasis upon survey research and quantitative data analysis. Such teaching is best carried on in conjunction with active research programmes, usually on a fairly large scale, from which the student can obtain some first-hand acquaintance with what is being taught. Yet one of the endemic problems of institutionalizing social science research in British universities has been that of blending teaching and research together, a problem to which SSRC has not yet found an adequate solution.

Once one goes beyond the individual member of the teaching staff working with a research student, three different types of research organization may be distinguished, of increasing complexity. All three require resources additional to the time and effort of teaching staff – to pay for equipment, materials, and salaries of research staff.

The simplest is the *collegium*, an informal group of colleagues of equal status, who meet to discuss ideas and engage in *ad hoc* projects. Usually decision-making is democratic and fairly consensual, and the group has little or no formal authority over the members. Research funding is sought from outside on an *ad hoc* basis.

A more complex form is the research committee, collections of persons pursuing their own research interests, with an overall focus provided by the committee. The main advantage of this type lies in providing a letterhead, secretarial and clerical services, influence in the university and weight with grant-giving bodies. They may be in a single department, or connecting departments, and may have various titles such as a "centre" or "committee". Such bodies do not fundamentally modify the departmental structure of British universities. At the LSE, for example, the Population Investigation Committee is an example of such a body. More recently, the International Centre for Economics and Related Disciplines draws its members from several departments. Committees offer opportunities for fruitful exchange and confer diplomatic and strategic advantages, but they do not direct the activities of their members very much.

Next up the ladder of complexity is the university research institute, situated within the formal structure of the university but having an existence distinct from departments. Membership may overlap, but the institute has its own board, director, budget and staff. Institutes command considerably greater resources than committees, mostly derived from grants from government, research councils and the foundations. They have their own offices, perhaps their own equipment, and staff to direct and conduct research (some of whom may be university teachers on leave or on part-time appointments). The director has some real authority, though there will be checks.

Institutes vary in their degree of complexity. The recently established SSRC "designated research centres" aim to strengthen research in particular fields by large programme grants. Some units are formally autonomous within a university, designed to promote research in particular fields, such as the SSRC research units in industrial relations, ethnic relations, socio-legal studies and historical demography, and the various MRC units, for example the Aberdeen unit headed by Professor Illsley. The heads of such units are almost always senior academics.

One way in which SSRC has already tried to promote research training is to increase the proportion of postdoctoral awards which it makes "linked" to current research projects. The awards is given, not to a teaching department, but to an individual teacher or researcher with whom the PhD student will work. Experience is variable, and relatively few such studentships are located in research institutes as opposed to research committees or *collegia*.

Moreover, there are some research institutes located outside the academic world altogether, such as the Policy Studies Institute, the National Institute for Economic and Social Research, and the Tavistock Institute. They carry out a good deal of applied social science research but at present contribute little to the training of postgraduates. Dr Clarke of HORU suggests that there is a need for greater interchange between non-academic research centres and universities, with graduate students moving out to practical placements, and outside staff spending time in universities.

This points to the main lack at the present time in Britain in social science training for methodology, the absence of adequate bridges between the academic world and applied research practice. It is exemplified by the absence from British universities of a fourth type of research organization, the *non-profit research enterprise*. These are organizations with large professional and ancillary staffs, having a very elaborate division of labour and hierarchy of authority. They tend to be much larger than research institutes, their directors are research managers, and they are established on quite different lines from an academic department. The prototype is the social survey research centre. Conduct of social surveys requires the most extensive division of labour in the social sciences. Staff are needed with specialist knowledge of sampling, questionnaire design, interviewing, data processing and data analysis. Coordination of the work of research specialists, technical personnel (in fields like sampling and computing) and field staff for interviewing, is a completely different sort of activity from that of the scholar teacher. It is one, moreover, for which many academic social scientists are singularly unsuited either by vocation, location in a university teaching department, or temperament.

The history of institutionalized survey research in British universities is a dismal one. Attempts to date to establish a university base for such work have failed, for various reasons which I discussed in an earlier article. (*The gulf between research and policy*. *THES* July 7, 1978). The failure in 1976, amid a flurry of recriminations, to secure the survival of the SSRC Survey Unit was merely the last of a succession of failures. There is currently nowhere within a university where a postgraduate student can obtain first-hand practical experience of professional survey research. It is to be hoped that the new Social and Community Planning Research – City University Survey Methods Centre (an SSRC designated research centre) will be more successful.

Even so, there is nowhere in Britain providing facilities and training comparable to the great American centres such as the University of Michigan Institute of Social Research or the National Opinion Research Centre at the University of Chicago. (Paul Lazarsfeld's Columbia Bureau of Applied Social Research has now lost its own separate identity within a larger body). From the point of view of research training, they provide opportunities (through programmes such as the Detroit Area Study) for PhD students to participate in a complete survey and to gain first-hand experience of large-scale research. (For one example of what such an experience can mean, see Jean Converse and Howard Schuman's *Conversations at Random: survey research as interviewers see it.*) ISR and NORC straddle the academic and the practical worlds rather in the way that medical schools link theory and practice.

Some sort of link between academic inquiry and research practice, analogous to the teaching hospital but on a much smaller scale, could do much to promote training in research methodology in Britain. The nucleus for such "research schools" exist if closer links could be forged between departments teaching postgraduates on the one hand and research enterprises and research institutes on the other.

Yet to make that suggestion is a reminder of just how fierce the opposition to the Swinnerton-Dyer SSRC line on postgraduate training is likely to be. It is not just that some disciplines (such as political science and sociology) are ambivalent about the worth of research methodology, unlike their counterparts in North America. Nor is it merely the strength of resistance to the close involvement of academics with the state and all its works, often shared by conservatives and marxists alike. There is also the deep-seated cultural resistance to integrating large-scale social science research into university teaching departments, and the regressive consequences of this for postgraduate training. Though I profoundly disagree with the argument, I will close by quoting one proponent of the view that universities should maintain themselves in splendid "isolation". It comes, ironically, from his 1978 inaugural lecture *On The Study of Public Policy* by Professor William Letwin of the LSE government department: "Teaching hospitals bear the same relation to universities as a school of bullfighters does to a department of zoology."

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Where once convicts were dumped, now it is books, observed one Australian poet. Peter Quartermaine looks at four novelists' attempts to cast off the colonial stigma

Peter Carey: extending reality.

The Commonwealth comeback

Since Captain Cook and later Sir Kenneth Clark commented on the strange beauty of the Australian landscape, since the arrival of Prince Omai from Huahine in 1774 prefigured that of Dame Edna from Moonee Ponds in entertaining the high society of London with exotic ways, the remote underbelly of the world has provided good scratching in moments of self-indulgence.

Cast always in a role that flattered our own lead playing, Australia could be relied upon for a comforting sense that, in the words of one of Randolph Stow's poems, things are "what the best books say they are".

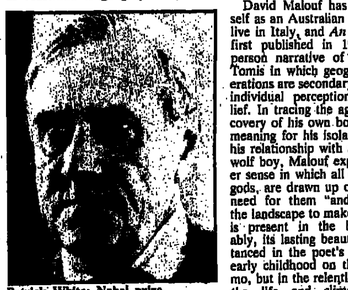
Needless to say, such books are by definition, not chance, published in Britain. What is truer is that the overseas view of what is happening in Australian literature is largely determined by the marketing policies of British or American owned publishing houses. As the Melbourne poet Vincent Buckley has observed "where once convicts were dumped, now it is books". Publishers can largely define the terrain. "The map, I will first make it", said Nobel prize winner Patrick White's manic explorer Voss in 1957.

"Australian literature? Is there any?" is still a depressingly familiar response from those who should know better. It betrays an arrogant assumption about the origin of the best books which bodes ill for their own culture. Although London in 1982 may be as culturally satisfying as it was, when Dr Johnson wittily equated it with life in 1777, today it is a capital whose past, including its overseas exploitation and oppression which underpinned its wealth and power in the good doctor's day, has visited it with a vengeance.

The Scarman report testifies to its failure, so far, to come to terms with that past. Today no white author can speak with Johnsonian authority of England, and those who ignore the writings of Linton Kwesi Johnson and V. S. Naipaul as important and certainly differing aspects of contemporary English culture do that culture a disservice.

It was Naipaul who observed some years ago that, whereas in the past some colonies sought to reproduce what they believed was a typically British way of life, Britain itself now seems destined to relive within its shores many of the problems of its former colonies. Such is the inheritance of imperialism, and one insight to be gained from Commonwealth literature is that a solution can come only through imagination, generosity and a patriotism fearless enough to take pride in the cultural diversity of the country for which it strives.

The critical complacency with which English literature has been tacitly defined so exclusively is one illustration of that more general complacency which expresses itself as surprise or sadness that the ethnic minorities in English cities should be involved in riots. In these dark days of shrinking budgets and narrowing horizons the absence of undergraduates from ethnic minorities is probably more quickly noticed on courses which focus on Commonwealth topics, but it should provoke concern on any course and especially on those covering English culture in the widest sense, including history, politics, law, for example. Until these minorities play a role in English life at every level, and until their own culture which is so intimately entwined with our own recent history receives proper attention, they will remain as remote, in human terms, as Australia is geographically. And that is a situation that no one who professes to work in the humanities should tolerate.



Patrick White: Nobel prize.

It is now 117 years since Henry Lawson advised any young Australian writer to get out of the country "before his (sic) genius turn to gall, or beer" or, failing that, to "shoot himself carefully with the aid of a looking glass". The appearance in Picador of four contemporary Australian writers frowns a useful addition to the Virago editions of Australian women writers from 1901 to the present, and suggests that things have improved since Lawson's day. Certainly there are no easy conclusions to be drawn from the fact that Randolph Stow lives in Suffolk, David Malouf in Italy, Peter Carey in Queensland and B. Wongar (I hear) in Melbourne.

Stow has lived for many years in the heart of Constable country, an area from which his ancestors originally emigrated, but *Visitants*, first published in 1979, draws profoundly and with deceptive ease upon his experiences as a patrol officer in the Trobriand Islands some 20 years ago. It is a complex and disturbing work, a narrative told from shifting viewpoints and all after the event. The lovingly-created island world of palm and coral is held in question by Stow's dark awareness of how often visitants have come from over the seas with their expectations, demands, diseases. The book throws light indirectly on Australia's role in the near north of the Pacific, but ultimately this idyllic setting is the stage for intensely personal and destructive conflicts. The demands that Stow's book makes are varied, and certainly force the abandonment of any preconceptions we might have about Australian literature, as the epigraphs from *The Tempest* and Ford's *The Broken Heart* should forewarn us. It is a book which treads a fine path between the familiar and forever unknowable, and in so doing without pretension or oversimplification involves all our mind, out heart.

David Malouf has described himself as an Australian who happens to live in Italy, and *An Imaginary Life*, first published in 1978, is a first-person narrative of Ovid's exile at Tomis in which geographical considerations are secondary to the truths of individual perception, personal belief. In tracing the aged poet's rediscovery of his own boyhood and of a meaning for his isolated life through his relationship with another exile, a wolf boy, Malouf explores the deeper sense in which all our beliefs, our gods, are drawn up out of the soul's need for them "and dreamed into the landscape to make it shine". Italy is present in the book unmistakably, its lasting beauty shrewdly distanced in the poet's recollections of early childhood on the farm at Sulmo, but in the relentless harshness of the life and climate at Tomis, Malouf's descriptions of the frozen edge of the civilized world touch a live nerve in the shadow of recent events in Poland. Exile, memory, love, reconciliation; the lost pleasures of youth rediscovered in others. There is nothing new in Malouf's book, nor under the sun.

Before he started science course at Monash University, Melbourne, and later worked in advertising (as "a child of Menzies and General Motors" he thought it might be interesting). A great admirer of what Patrick White has done to extend the range of modern Australian writing, he cites William Faulkner's *As I Lay Dying* as the example that influenced him most, structurally, in his early work. *Exotic Pleasures* was first published as *The Fat Man in History* in 1980 (both titles are from stories in the collection) and is a provoking and witty illustration of what Carey terms his interest in "extending reality, pushing behavioural patterns to their logical limits". Fables of our time are acted out in a setting that owes nothing to any recognizable landscape. The stories engage us partly through the writer's crafty exploitation of seemingly familiar characters or situations, partly through the unexpected juxtapositions we encounter along the way and not least through the curiosity they arouse as to how the thread we think we see will unravel. In controlling and utilizing this curiosity Carey is a master, and the end result is neither predictable nor reassuring. Such exotic pleasures as Carey's stories offer are those also offered by that stranger's reflection in the morning mirror which we hasten to claim as our own. It is the strangeness of what had seemed all too familiar that renders the book both immediate and yet fundamentally rather than only superficially disquieting in the effect.

Bunambir Wongar remains something of a mystery. The preface to his short story collection *The Road to Bralgu* first published in 1978 is by Alan Paton, and does nothing to dispel a natural assumption given the author's name and the subject of the stories that Wongar is an aboriginal writer. Indeed, the full review of the book by Thomas Keneally in the *New York Times Book Review* actually refers to him as such. Yet it seems that Wongar is a Yugoslavian immigrant living in a Melbourne suburb and clearly writing with great determination about aboriginal matters. I think (*pace* Keneally and Paton) that Wongar's stories are repetitive and over-didactic, but while they are thought to be by an aboriginal writer they had a different and stronger claim on my attention than they do now I know the facts. Literature and biography are not easily separated here, and indeed should not be.

Colonial stranglehold: Gough Whitlam sacked by Governor-General.

The question of Wongar's identity is relevant because one of the delights of writing from the Commonwealth is that it brings with it an untidy ratbag of supposedly non-literary questions. To read Chinua Achebe or Ngugi wa Thiong'o against the background of the Lancaster House Conference on the Independence of Zimbabwe, Caribbean literature in the shadow of Brixton or Toxteth, Henry Lawson's nationalistic hopes of the 1890s in the light of Australian prime minister Gough Whitlam's sacking by the governor-general in 1975, is to face directly questions which seem too rarely to occur in the course of literary study.

Literature and life seem remote to many people even when mentioned in such specific terms, but unless their living connexion is seen and prized both literature and life must inevitably be diminished. A book is good if it enriches our understanding of and concern for our fellow beings. In Britain today the contribution that writing from the Commonwealth – and Britain is a Commonwealth country – can make to such understanding should be self-evident. Nor should it be forgotten that Melbourne, a city fit to educate an English prince in, is also the second largest Greek city in the world. The richness of Australia's varied population has still to surface fully in its arts, and it is in this context that Bunambir Wongar's identity, both as an individual and as a writer, could be properly recognized. As what Stow might term a visitant to Australia, his personal story, which is at present a blank, could provoke valuable debate on the role of aboriginal and other ethnic minority groups in Australian culture.

Looking back over the four books, the insight of Malouf's Ovid remains to challenge us all. "What else is death but the refusal any longer to grow and suffer change?" *An Imaginary Life* charts not only the imagined lost years of a Roman poet but the inner life of our own imagination. In the openness of our response lies our refusal to die.

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BOOKS

Blueprints for survival

by H. A. Turner

New Technology and Industrial Relations in Fleet Street
by Roderick Martin
Clarendon Press: Oxford University Press, £17.50
ISBN 0 19 827243 X

Writing near the turn of the nineteenth century, the Webbs described three trade unions as the strongest that history up to that time recorded: the Lancashire Mule-Spinners, the Boilermakers in shipbuilding and the London Society of Compositors.

The Spinners have long been extinguished by the decline of the cotton trade. The Boilermakers, in a declining ship-construction industry, are fighting a long rearguard action by progressive modifications to their craft practice and exclusiveness. In a sense, Mr Martin's study of Fleet Street industrial relations is a record of the way the old London Society of Compositors, though now merged with the provincial compositors and other skilled printing unions as the National Graphical Association, skilfully preserved a substantial monopoly of national newspaper typesetting against the combined assault of a radically new technology and major newspaper proprietors.

In another sense, the book is perhaps a record of how not to manage change in industrial relations – and of the consequences of short-sighted and inadequately informed managerial policies. Of all the British industries which have experienced recurrent labour unrest since the 1950s, two have received a quite disproportionate attention from the media: motor manufacture, and the press itself. That the latter should advertise its own woes is perhaps understandable: could the public illumination the former's labour troubles receive just possibly be connected with the motor industry's prominence as an advertiser in the press? There is, however, a certain analogy between them: to a large degree, both brought their industrial relations embarrassments on their own heads. Up to the 1950s, neither industry was notably strike-prone. On the whole (and with the exception of one foreign-owned firm in motors) labour relations were in each case managed passably, if not exactly with brilliance, by an old-fashioned combination of industry-wide bargaining on basic wages and conditions with supplementary local and workplace agreements on piecerates and specific working arrangements. And things went along moderately well until major employers in each industry took essentially similar decisions, and their effects began to overwhelm the historic system of pay bargaining and "custom and practice" job regulation.

Confronted by a renewed availability of raw materials, a shortage of labour, and an apparently omnivorous market for cars, Standard Motors (who remembers it now?) deliberately broke away from the loose wage discipline of the Engineering Employers' Federation, and launched a campaign to attract labour by high wages. In doing so it also launched the motor industry as a whole into the course of competitive and fragmented bargaining with shop stewards' committees, and its managements into an increasing preoccupation with the rounds of consequential minor (and sometimes major) disputation which ultimately led to the present subsidized and struggling state of the vestigial British-owned vehicle industry.

Similarly, in the national press, Lord Beaverbrook's papers greeted the circulation war that followed the free availability of newsprint by a campaign of wage-leadership specifically designed to push financially weaker competitors to the wall. This policy took the form of concessions beyond the minimum rates agreed by the Newspaper Proprietors' Association itself, at the level of the individual printing "house", and particularly to the many individual workplace occupational associations – the chapels – which are the basic organizational units of the printing unions.

The print unions, however, are very different creatures from the giant organizations, with large external memberships and interests, which now largely organize the motor industry. The craft printers' societies, although not numerically dominant in the industry, decisively influenced, by their historical priority and the efficacy of their workplace organization, the practice of the later unions of less-skilled *printing workers and* the journalists. Among the compositors, the chapel was the source of authority, the union essentially a federation of chapels, which possessed just so much centralized authority as the chapels' sense of enlightened sectional interest, or the joint negotiating pressure of employers, combined to give it. Later unions, like NATSOPA (originally the Operative Printers), SOGAT (Graphical and Allied Trades), and NUJ (the journalists), were formed on a more centralized model. But the working example of the compositors' chapels, with their close control of job conditions and arrangements within a union-regulated labour supply, was emulated by the non-craft unions' membership, so that the union structure as a whole presented itself as one of multiple semi-autonomous groups. Moreover, the perishable nature of the daily product, the proprietors' fear of circulation loss to rival nationals, and the dependence of daily production on a cooperative sequence of working teams, gave each such group an independent bargaining power.

In a relatively stable technical and economic environment the result was still not altogether intolerable, despite employers' complaints. And even the release into competitive chapel bargaining by intense employer competition was still acceptable so long as newsprint prices declined and, particularly, so long as growth of circulation and advertising revenue continued. But it didn't. By the late 1960s, the national press was hemmed in by the development of TV reportage and advertising. Economic stringency combined with increased costs of newsprint to compel the newspaper proprietors to confront the Frankenstein monster of leap-frogging labour costs their own disunity had created.

In these circumstances, the result of any reluctance on the proprietors' part to continue their former policy of uncoordinated sectional concession was, of course, a rash of unofficial disputes and stoppages. From these the proprietors sought release in one of the period's industrial relations nostrums – so-called "comprehensive agreements", in which reductions of overtime, redundant labour or inflexible working practices were traded for wage increases (a formula which incidentally enabled managements and workers to evade the more rigorous restraints of contemporary incomes policies). But these agreements were mostly made at chapel level. They reflected the varying bargaining strengths of different managements and sectional work groups, and did little to reduce the recurrent anomaly of earnings relativities.

It was at this point that Fleet Street felt the bite of the early 1970s' recession: it began to look seriously at labour-saving technology as a solution, and to consider again an industry-wide approach. A Royal Commission was appointed – though with negligible long-term effect, and in 1972 a Joint Standing Committee for the national newspaper industry was set up, largely on the TUC Printing Industry Committee's initiative. For the union leaders concerned, this was a courageous move: there were sharp divisions among the press workers. Nevertheless, the JSC, after various difficulties in securing the adequate union representation, did (by employer admittance) succeed in achieving a remarkable degree of unanimity among the unions' members as a comprehensive package, "Programme for Action"; and was rejected by clear majority votes in every union except the NUJ. The rank-and-file, it appeared, were by no means convinced that the economic difficulties facing the industry were as overwhelming as the employers had argued; there had been some recovery by late 1976, and the *Observer*'s purchase by Atlantic-Richfield had restored confidence that Fleet Street's prestige was itself so marketable that some good fairy would always appear to rescue endangered titles.

In face of this rejection, those union leaders who had committed themselves to the JSC discussions dared not proceed to push its various agreements as matters for separate negotiation. The JSC's failure here also damaged further the weak prestige of the renamed Newspaper Publishers' Association and left those employers who had in any case previously been preparing their own plans for technical innovation and rationalization of work free to go their own way. Competitively-conditioned proprietors were unwilling to resume the drive which had first been launched by the union leaders.

The core of Mr Martin's study is an account of the attempts by three groups – *The Financial Times*, Times Newspapers Ltd, and the Mirror Group – to combine technological change with reformed industrial relations and working arrangements. His statement of events is carefully neutral, and lacks the polemical punch of G. Cleverley's *The Fleet Street Disaster: British national newspapers as a case study in mismanagement*. But it emerges fairly clearly that some managers, at least, saw technical innovation as a method of reasserting management control over the labour force. Like those mid-nineteenth-century cotton masters who espoused the "self-actor" spinning mule as a device to enable them to dispense with or discipline their mutinous spinners, technical change was welcomed as much for its potential support to employer control as for its direct economic promise. The cotton masters failed, however, because the spinners' unions themselves took over the new machinery's regulation. And so, on the whole, did the newspaper proprietors, because their new technology let them down.

The Financial Times' "comprehensive development plan" of July 1975 was surrounded by managerial uncertainties on the system chosen, and by divided opinions between managers, and between managers and consultants, in its implementation. Its technical elaboration in any case required more time than was consistent with maintaining the crisis atmosphere required to overcome the industrial relations obstacles. The plan was modified from a "once-for-all" revolution to a phased introduction; then modified again to a pilot scheme; and finally postponed.

The Financial Times adventure was at least encouraged initially by a hope that the Joint Standing Committee's discussions would provide a solution to the social problems of innovation. But the Times Newspapers development plan of 1976 was pushed ahead after the JSC proposals had been rejected in 1975, and when considerable difficulties had already emerged with its chosen system supplier and with the development of suitable computer programs. Its culmination in the lockouts of April 1978 nevertheless demanded their complete agreement to an absolute continuity of production", involving the lifting of all "arbitrary restrictions", the cessation of unofficial stoppages, and the acceptance of overtime "as necessary", combined with a new disputes procedure *and* a "general wage-restructuring . . . based on new technology and systems, and on efficient manning in all departments". As Mr Martin comments: "In Fleet Street terms, *Times* management was asking for the moon, in seven months".

Setting up metal type in the composing room of "The Times".

The management, however, had not merely displayed (in common with others) an excessive gullibility on the virtues and viability of rapid computerization: they had underestimated their opponents. *The Times*' dismissals reconciled the NGA executive and the chapels, induced solidarity between previously antagonistic unions, spread a new militancy to formerly peaceable groups of newspaper workers, and invoked much outside support. At the end of nearly a year's suspension, the management secured some concessions – but at a very high cost (to buy out the old London Scale of Prices for piecework compositors TNL paid £14,000 per worker involved at *The Times* and £16,000 at *The Sunday Times*, compared with a reported average price of £6,000 per head in the Mirror Group). And the NGA preserved what it regarded as a fundamental craft principle, the composition's monopoly of input.

When the Mirror Group floated its "Blueprint for Survival" in 1975, it made no challenge to the compositors' demarcation line, and was more careful than either the FT or TNL to ensure workplace consultation. Nevertheless it too encountered considerable technical difficulties with its (rather more modest) innovations, and serious disputes in attempting to use them to regain management's lost industrial relations initiative. MGN, it would seem, gained more than TNL, but up to 1979, "the short-term costs proved heavier than was anticipated, and the long-term benefits had still to show themselves". And the FT's revived plan accepts the compositors' monopoly.

Nevertheless, technical improvement presumably continues. The multiemployers were finally extinguished by an alternative technology, and the NGA, which is technically an unusually well-informed union whose leadership was prepared in the mid-1970s to move for a "controlled acceptance of new technology", must recognize that in some near future more viable systems of direct input will become available. And the inflationary and anomalous effects of fragmented chapel bargaining by the unions as a whole, with its associated productive inefficiencies, must sooner or later encounter another period of economic stringency (if they are not already doing so – Mr Martin's study gives little statistical or financial data beyond that available to 1975 from the Royal Commission and ACAS reports).

Mr Martin ends his book with the pious hope that a new joint effort, founded on the work begun in the mid-1970s, will meet the crisis when it comes. However, there seems little prospect, in the light of their 1970s experience, of a new initiative from the union leaderships: though progress may well be facilitated, quite soon, by union amalgamations towards a near-industry-wide union. But there are nearly 40,000 workers in the national press, and some hundreds of separate union chapels, which have so far, in the main, learnt only to subordinate their autonomies to occasional sectional defensive ends. There are, however, only a handful of major houses. And these surely, one might think, will have learnt by now that in Fleet Street's circumscribed and ill-informed labour market, separate company programmes of innovation and reform involve universal costs. Logically, the initiative should come from the combined employers.

But will it? The fundamental characteristic of national newspaper economics seems the non-economic one that vastly wealthy external interests are so anxious for ownership of a major title, whether for reasons of prestige or influence, that they will bear losses and costs almost anything, indeed, but a circulation loss to a rival – which would lead to normal private concern into bankruptcy or reconstruction. This comforting condition may not continue for ever. But while it does, a certain modesty in press advice upon the labour faults and inefficiencies of other occupations and a low profile of complaint about the inflictions of the newspapers' own insubordinate employees, should seem becoming.

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BOOKS

A poet's polemic

Baudelaire's Literary Criticism
by Rosemary Lloyd
Cambridge University Press, £29.50
ISBN 0 521 23552 9

The definitive edition of Baudelaire's literary criticism is found in the two-volume *Oeuvres complètes* in the series "Bibliothèque de la Pléiade", published in 1975 and 1976 under the editorship of Claude Pichois. The most accessible is probably the separate edition, without notes but with a succinct and informative introduction by L. J. Austin, published by Garnier-Flammarion under the title of *L'Art romantique* (this being the title used by the first editors, Banville and Asselineau, in 1848).

These collected critical writings on books and authors form a volume of between three and four hundred pages. They had appeared mostly in reviews, and their dates span the whole period of Baudelaire's literary life, the first being printed in 1845, the last in 1865, two years before his death.

The high point, in terms of output at least, was 1861, which saw the publication of nine essays on contemporary poets, including Hugo, Banville, Leconte de Lisle and Gautier, on whom a previous article, of major importance, had appeared two years earlier.

On the whole, Baudelaire's literary criticism has been seen as less important than his work on the visual arts, and although individual passages have often been quoted to illustrate his idealist doctrine of art, the appraisal of him as a practical critic, as distinct from a literary theorist of great innovatory power, has been of slow development. The contribution of English-speaking scholars has been impressive in this regard. The first major survey was by Margaret Gilman, whose book, *Baudelaire the Critic* (1943), dealt with the whole range – art and artists, as well as writers and literature.

Since then, no more complete work has been attempted until the present book by Rosemary Lloyd, who undertakes a further exploration, in the form of a detailed survey, rigorously concentrated on the purely literary essays and reviews. The famous pages on Wagner are accordingly left aside; on the other hand, Balzac, to whom Baudelaire himself devotes no major individual article, is given a section on his own, based on passages interspersed in other articles, and which demonstrate not only Baudelaire's admiration for the author of *La Comédie humaine*, but also the depth and acuteness of his perceptions by comparison with contemporary criticism.

A striking feature of Rosemary Lloyd's book is the ordering and grouping of the various articles, out of which a coherent pattern is made. Each chapter shows a stage or aspect of Baudelaire's attitude, the subjects of the critical attention serving to prompt self-appraisal through reactions to the contemporary scene or through the defence of disregarded masters such as Poe. All of Baudelaire's criticism is polemic, intent on redressing both contemporary attitudes and the balance of reputations. But the end result, as the author rightly diagnoses, is the use of other writers to "bring into focus [Baudelaire's] own preoccupations", to "explore the recesses of his own psyche".

Illuminations of this kind are valuable. But they take some finding in a book which appears to imitate its subject by seemingly "refusing to pander to the reader". The commentary on each article is developed in much detail, and the reader would do well to have the complete *Pléiade* edition in front of him, for it is to this that constant reference is made. French from Baudelaire's text is run into the sentences of the English commentary, which does not add to the facility of reading. Each article is scanned from beginning to end, with lateral comments widening the field of reference and information. However, there is nothing otiose about the scholarship deployed here. The detailed notes to the chapters, for example, are terse and factual. Sensibly avoiding the attempt to vie with the full bibliographies already available, the author provides a list of contemporary articles which usefully parallel those of Baudelaire on the various writers.

What are the general values which emerge from such a solid piece of work? First of all, the book is practical and realistic. Baudelaire did not introduce any radically new critical method, and no claims of this kind are made on his behalf. That is not to say, of course, that his criticism lacks ambition. He himself gives the most lucid appraisal of his aims when he seeks to define his ideal of criticism. The point of view must be "*exclusive*", the attitude "*partiale, passionnée, politique*" (this last word is not intended to be taken too narrowly), but the point of view must be such as to open as many horizons as possible. Such an ideal is inseparable from the notion, also given a trenchant formulation by Baudelaire, that the poetic gift inevitably includes a critical talent.

Rosemary Lloyd follows these tenets closely in their ramifications through Baudelaire's critical writings. Three major reasons appear to account for his long practice of criticism: his belief that the artist should master all genres; the value of the training afforded to the writer by the art of the critic; the sense of communication with an imaginary reader, who frequently becomes something of a "sparring partner". Three main motives also emerge: Baudelaire's phobias, which gave the keen edge to his writing (irony, irritation, anger are constantly brought out in the analysis); the pressures and constraints of society and its values, highlighted by the discussion of morality and the artist in the essay on Flaubert; the use of criticism to develop and sharpen the notion of what literature should be and what it should stand for.

Rosemary Lloyd also brings out interesting facets of Baudelaire's method: his skill in pastiche, using the stylistic mannerisms of an author to underline characteristics of his mind and imagination; his use of criticism to focus on the mind rather than on the life of an author; his search for what is *sui generis* in an author, the discovery of which is surely the most valuable part of criticism.

J. C. Ireson

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Writing essays

Constructing Texts: elements of a theory of composition and style
by George L. Dillon
Indiana University Press, £10.50
ISBN 0 253 13113 8

In the United States it has long been the custom to provide all undergraduates with a course in "freshman composition" in their first year. They are presumed to enter college or university with little or no knowledge of how to produce competent written discourse, and are therefore instructed in the art of prose composition.

For years British visitors to American colleges and universities have registered their surprise that this essential educational task was not accomplished at the secondary level, and prided themselves that in this country our students are taught to write essays before they arrive at university. The experience of British university teachers in recent years, however, shows that this assumption is not always justified. More and more they complain that large numbers of their students arrive with little understanding of how to write clear, coherent, well organized – let alone elegant – expository prose. It seems that our schools no longer provide training in prose composition in the way they once did. This may be partly because, in the revolt against the traditional teaching of English grammar, shown by linguists to be falsely based on analogies with the structure of the Latin language and therefore inadequate as a description of how the English language really works, English teachers at schools have abandoned it without replacing it with anything else. Another reason may be the encouragement of the claims of "self expression" over those of disciplined and well-ordered prose communication. Whatever the reasons, we in Britain are often now in as much need of "freshman composition" as the Americans have been for generations.

This book by an American professor of English is therefore as relevant to our needs as it is to those of our transatlantic colleagues. True, it takes the form of a running debate with American authors of textbooks of style and composition, many of whom are unknown to most of us in Britain. But it quotes enough from these authors to let the reader know the positions being discussed, and in its humane awareness of the problems faced by students in writing essays as well as in its imaginative understanding of the way the English language works and of the relation between spoken and written English it achieves an impressive analysis of the problems of teaching youngsters to write with clarity, cogency and effectiveness. The analysis is at each point linked on the one hand to examples of actual student compositions and on the other to extended extracts of effective English prose by Dr Johnson, Macaulay, Matthew Arnold and a number of modern writers.

Professor Dillon is at pains to show the inadequacies and indeed the misunderstandings involved in the theories of some influential American grammarians and psycholinguists who assume that reading is like listening and writing is like speaking; that reading is a matter of building up units of comprehension consecutively from individual words, phrases, clauses, paragraphs and so on; that each unit of discourse should be self-contained and self-explanatory; and that "reading basically extracts propositional content". In opposing these attitudes to reading and their implications for the teaching of writing Professor Dillon is led through a series of persuasive step-by-step arguments, each of which is abundantly illustrated by the exposition of his own view of the nature of reading and writing and the implications of this view for teaching students to write.

Behind Professor Dillon's arguments lies his view that when a reader engages with a text he is not simply building up a received meaning from an efficiently constructed set of communicative signs but is involved in a complex experience in which his own values and preconceptions interact with those of the writer, and that only a reasonably extended patch of discourse, experienced in all its retrospects and anticipations, rather than an atomistic reaction to units, can achieve adequate response. The implications of this view for the teaching of a writing and the discrimination of styles is illustrated and expounded with a view to extracting the consequences for teaching composition. The examples, the asides, the wit, the humanity, as well as the sense of familiarity with students' problems and the recognition that not all problems of style and expression can, at least in the present state of understanding, be resolved in adequate descriptive formulae, give this book an attractiveness that few textbooks of composition possess. Time and again one is led to lay the book down and reflect for a while on a point made incidentally. This is, like so many American textbooks of composition, addressed to the teacher rather than to the student, but it is not simply an aid to teaching, a set of instructions telling the teacher how to proceed in the classroom; it is also a stimulating invitation to reconsider the basic principles underlying both reading and writing.

"The finding and expression of meaning involves constructive activity by human subjects" and therefore "quantifying the content and measuring the efficiency of its transmission by various sentence forms becomes an impossible and futile undertaking". Professor Dillon admits that "how we take what we read – the meaning and significance we find in it, the value we place upon it, whether we assent to it or even continue to read it with attention and sympathy or at all – will largely be determined by considerations that are most difficult to represent or quantify". Recognition of this difficulty does not, however, involve falling back on mere impressionistic chat. We can examine contexts and make discriminations of the most minute kind and we can find ways of concentrating on writing "as a mode of interaction, not as transmission of facts or presentation of material". Further,

> the writer's fundamental need is the ability to project the experience of readers so that she or he can judge how much to say and how to say it, when to reintroduce an item, when to use a demonstrative or personal pronoun, what can (or should) be treated as Known, how to influence and specify the interpretation of words and figures, and so on. And this need to know is not in order to meet readers' needs but to shape their experience of the text.

If this sounds very general and theoretical, it must be pointed out that these quotations are from the final summing up and follow chapters of cogent reasoning and illustrating. There are indeed moments when the argument seems to become bogged down in technicalities.

Before examining the Giveness with *it*-clefts in the samples, we take note of an observation of Ellen Prince's: because the constraint on the Giveness of the *that*-clause is rather loose, there is a tendency, especially in formal written discourse, to put New information in the *that*-clause and to put a brief summary of Given, even Topical, material in the "focus" slot, thus reversing the "official" pattern and returning to the more ordinary Given-New order.

But in its context this is not unacceptably technical or jargonistic, but relevant and illuminating. It is indeed in his capacity to alternate provocative generalizations with detailed analysis of stylistic situations that Professor Dillon shows his greatest skill.

Parts of the book are not easy to read, in some degree because we can see the author struggling with his ideas and insights and seeking for ways to convey them in forms that will be of help to others. But it is a book worth reading through carefully: the result will be both a considerable degree of intellectual excitement and a rewarding feeling of having been in contact with a genuinely inquiring mind that has long been deeply and profitably involved with questions of composition and style especially as they relate to the teaching of young people to write.

David Dalches

David Dalches is director of the Institute of Advanced Studies in the Humanities at the University of Edinburgh.

Where we stand

Dostoevsky and "The Idiot": author, narrator and reader
by Robin Feuer Miller
Harvard University Press, £14.00
ISBN 0 674 21490 0

Most of us find Dostoevsky's novels rather hard going. They are long; we meet a host of characters whose behaviour, thoughts and emotions appear aberrant to the point of criminality, and whose relationships are intense, if not tortured; the ideas debated – the existence of God, the grounds of conscience, Russia's historical mission, and so on – are challenging; and the language too can be taxing as the writer packs a lengthy paragraph with sentences themselves full of involved subordinate clauses and parentheses.

On top of all this, the reader cannot be sure exactly where he stands in relation to the author. When Pushkin, Turgenev and Chekhov treat their reader as a friend and equal, or when Tolstoy and Solzhenitsyn are magisterial and didactic, we know where we are. But Dostoevsky seems far less reliable, as he or his narrator adopts a variety of tones and voices within the same work; we sense we are being manipulated, but we don't quite see how.

As Robin Miller's sub-title, "author, narrator, and reader" announces, it is precisely this aspect of Dostoevsky's work which she strives to illuminate. Her text for analysis is *The Idiot*, the novel in which the reader probably experiences his greatest difficulty in attempting to follow the author's strategy.

In her first chapter Mrs Miller looks at Dostoevsky's own pronouncements about narrative methods and shows that his mature practice of weaving his message through the web of an arresting plot evolved quite logically from two convictions, first that the reader needs to be entertained, and secondly that the most effective way of presenting ideas is to convey them indirectly. After a chapter on Dostoevsky's notebooks for *The Idiot* she comes to the central part of her study – a detailed and subtle consideration of the role played in that novel by the anonymous narrator. The latter's fallibility, growing exasperation with the hero and indeed at times near-incoherence, she argues, gradually manoeuvre the perceptive reader (or "the implied reader", as opposed to "the narrator's reader" in Mrs Miller's terminology) into a position where he is forced to make his own judgments about the events in the novel, and hence about the role and fate of beauty and goodness in the world.

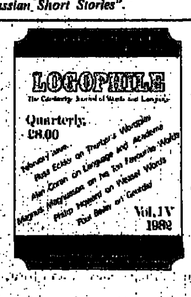
The same end of forcing the reader to think for himself is also served by the numerous and varied inserted narratives found throughout the text, from Myshkin's account of the execution he witnessed in Lyons, through General Ivolgin's foolish lies, to Ippolit's long confession before his suicide attempt.

Robin Miller's argument is fresh and convincing, and only very occasionally does a certain dogged persistence remind one that this book started its life as a PhD thesis. Fortunately, at such points the critic usually raises her eyes to look beyond *The Idiot* to other works by Dostoevsky, and beyond Dostoevsky to other writers, from some of whom she has culled a delightful series of epigraphs for her main chapters. These main chapters are accompanied by a preface, an introduction, three appendices, some rich notes (though no formal bibliography) and a helpful index which is not limited, as so many are, merely to a list of all words in the text beginning with a capital letter. Furthermore, the whole work is beautifully printed and bound.

When so much Dostoevsky criticism still concentrates largely on the novelist's ideas, it is good to have a work like *Dostoevsky and "The Idiot"* which examines the writer's technique. And – perhaps more important – when so much second-rate material achieves the dignity of print, it is good to read a critical work which is clear, intelligent and pleasingly free of stale formulations and pretentious jargon.

D. J. Richards

D. J. Richards is the editor of the recently-published "Penguin Book of Russian Short Stories".



BOOKS

Gaining the world

The World Encompassed: the first European maritime empires, c. 800–1650
by G. V. Scammell
Methuen, £14.95
ISBN 0 416 76280 8

Of all the world's great maritime civilizations, the Europeans were the most successful in adapting and advancing their technology to cope with the different oceans and terrain they encountered; only they seemed willing to endure the most appalling rigours in order to establish a presence in – and, more important, extract a profit from – lands so far distant that return was sometimes almost unthinkable.

In this splendid and very long examination of the European impact on the world, G. V. Scammell studies each seafaring nation in turn, beginning with the Vikings and ending with the west European powers in the seventeenth century. The scope of his survey is indeed the whole globe, encompassed and then occupied and exploited piecemeal by the more sophisticated naval and military technology of the white man.

Equipped with his own direct experience of the sea, Scammell offers not only a historical narrative of the growth of empire but an authoritative account of the men, their vessels, their equipment, and the genius as well as the failings of the early navigators. As their ambitions moved from exploration to trade and then conquest, Scammell follows them: he analyses their trading methods, the contribution of technology to their success, the nature of their settlements and empires, the growth of colonial elites and the repercussion on the mother country, the change in perception of native cultures by European civilization.

This vast canvas is handled magisterially. Scammell's book is an impressive achievement of impeccable scholarship: great quantities of detail are absorbed, analysed, expounded upon, and presented to the reader without too much crowding of factual information. In such a broad attempt at synthesis the author cannot claim to be an expert on everything, and most chapters, particularly those on France and Spain, lean heavily for support on the specialists; but a careful reading shows that apart from a few trivial errors his narrative is not only absolutely sound but thoroughly balanced and perceptive, a tour de force based on long familiarity with the subject and a fine sense of history.

My only regret is that by dividing his material according to the enterprise of each nation, Scammell has made it rather more difficult to trace the broader, comparative features. It is true that within each chapter there are excellent comparisons – the Portuguese are brought in when discussing the Dutch in Asia, the Spaniards are brought in when discussing the Portuguese – but to attain a relatively clear view of the problem the hard-worked reader will really have to read and absorb the entire book, and I cannot imagine many students doing this. It may be, of course, that a simplified perspective is not possible, and that to obtain it the author would have had to write a different kind of book; at all events, the concluding chapter does little to identify and discuss the major themes of the subject.

"The most striking result of European penetration of the wider world", Scammell writes, "was to produce arrogance." It is refreshing to find (though he does not seem to mention it) that of all the nations he discusses here, the Vikings alone did not become arrogant, which reinforces my own long-standing admiration for this savage people whose beautiful seafaring poetry is probably unequalled in the literature of the imperial nations, a poetry that in its concern for achievement rather than domination (contrast the imperialist verse of the Spanish poet Ercilla) represents the purest aspects of European expansion. If we look moreover at arrogance in matters religious, it is significant that the largely pagan Vikings did not seek to impose their beliefs, whereas with Christianity in its most improved form – the Calvinists in Batavia, for instance – there was a brutal alignment between true religion and racial superiority.

This is an excellent study, thoroughly reliable as a survey of the latest research. The chapters on Genoa, Venice and the Hanse are particularly valuable since they provide cogent summaries available nowhere else in English. Scammell has produced a fine and readable guide to the great centuries of European expansion.

Henry Kamen

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Death throes

Europe and the Decline of Spain: a study of the Spanish system 1580–1720
by R. A. Stradling
Allen & Unwin, £12.50
ISBN 0 04 940061 4

The history of Spain in the seventeenth century begins as epic but is swiftly transformed into tragedy. It would need the imagination of a Shakespeare or a Tolstoy to do full justice to this theme, but Dr Stradling's choice of the closing passage from Matthew Arnold's "Dover Beach" as the motto for his study of *Europe and the Decline of Spain* is appropriate, for contemporary Europe was haunted by the "melancholy, long withdrawing roar" of Spain's death agony.

The splendours and miseries of Habsburg Spain had their common origin in 1496, when Joanna, the daughter of Ferdinand of Aragon and Isabella of Castile, married Philip, Duke of Burgundy, whose father was Holy Roman Emperor. for this was to lead to Spanish subjugation to the House of Austria and endless involvement in dynastic politics and great power conflicts which were not necessarily in the best interests of the peninsula. There can be no more vivid symbol of the contrast between Iberian Spain and the destiny that was forced on her than Philip II, who was regarded by the rest of Europe as the embodiment of all that was Spanish but whose physical features were unmistakably and uncompromisingly Germanic.

Students of Spanish history whose knowledge of languages is confined to English are fortunate in having at their disposal two major works – John Lynch's *Spain under the Habsburgs* (now available in a new and substantially revised edition) and J. H. Elliott's *Imperial Spain*. Dr Stradling pays due tribute to these in a discursive bibliographical prologue that is not the least valuable section of his book, but there is a need for a single-volume, up-to-date account of the history of Spain, or rather of the "Spanish System", in the "long seventeenth century" that began *circa* 1580 and ended *circa* 1720, and it is just this which Dr Stradling provides.

His choice of the *longue durée* and his emphasis on the *conjonctures* – those moments when a wide range of forces came together to exert a decisive pressure – show his debt to the *Annales* school of historians, whose work has still not been sufficiently integrated into books designed for the general or undergraduate reader. Herein lies Dr Stradling's strength, for he applies these concepts in a most illuminating way, and in every section of his book he moves on from a narrative of events to an examination of the substructure which explains them, under the headings of "Resources", "Policy" and "Attitudes". Yet at the same time he is careful to avoid simplistic explanations and specifically warns his readers against "quack doctors of deterministic persuasions (ideological or otherwise) [who] offer placebos for the headache caused by the need to understand the infinite complexity of historical processes".

The Duke of Cumberland at the battle of Lanffield, 1747.

Dr Stradling's use of demographic material is particularly enlightening, as is his insistence that economic considerations were not necessarily decisive in determining policy. Indeed he demonstrates the astonishing capacity of early modern states to ignore financial restraints and to make *hacienda* the servant, not the master, of *estado*. As far as personalities are concerned Dr Stradling carries forward the revaluation of Olivares that has been taking place in recent years, making it clear that despite his obvious faults and weaknesses he was the equal of Richelieu in the range of his vision and his capacity for mobilizing the resources of the state. Dr Stradling also has much of interest to say about Philip IV, who was not simply a puppet king and whose determination to safeguard the awesome inheritance he had received from his Habsburg predecessors held Spain on the downward path until long after his death.

Europe and the Decline of Spain is a densely written book that requires careful reading as well as a prior acquaintance with the basic facts. But it is immensely rewarding and can be unreservedly welcomed as the best single-volume survey of this major theme available in English.

Roger Lockyer

Roger Lockyer is senior lecturer in history at Royal Holloway College, London.

Gaucho rule

Argentine Dictator: Juan Manuel de Rosas 1829–1852
by John Lynch
Clarendon Press: Oxford University Press, £22.50
ISBN 0 19 821129 5

A little over one hundred years ago Juan Manuel de Rosas died in comparative poverty at Swaything; his mortal remains were laid to rest in nearby Southampton. Yet the man and his administrations are still points of reference and controversy for current attitudes and opinions.

In 1848, after successfully confronting Anglo-French intervention on the River Plate, Rosas was acclaimed by his supporters and clients as the Supreme Chief of the Argentinian Confederation. He was the Restorer of the Laws, a bulwark against tumult and anarchy, the guarantor of social order and national independence. Opponents and victims of his regime saw him in a different light. Since his election to the governorship of Buenos Aires in 1829, a post he held with but one brief interruption until 1852, Rosas manifested the traits of a bloody tyrant, the "Tiger of the Pampas", whose ruthless regime was sustained by an orgy of terror and intimidation. The epoch of Rosas was the age of the knife and *gaucho* barbarism.

After his downfall marginally less personal (though no less polarized) assessments have emerged. For some the regime epitomized national virtues: he constructed a system of government attuned to contemporary reality, responsive to a mix of national interests, and capable of attracting popular support. For others, the *rosista* state was devoid of constitutionalism or effective institutions, a predatory society in which sectional interests predominated, yielding an enduring legacy of social and regional inequality, exploitation and manipulation.

Professor Lynch treads a careful path through this partisan excess. He has returned to the primary sources (underworked by polemicists), juxtaposing their evidence with a synthesis of secondary studies ranging from political tracts to sound monographs. The result is a readable, if occasionally repetitive, text which, without sacrificing the detail of scholarship, conveys a vivid impression of Argentinian society during the decades following independence. He identifies the forces which created *rosismo*, sustained Rosas in office and ultimately effected his demise.

It is John Lynch's contention that even if *rosismo* was environmentally determined, Rosas was more than a mere creature of his times: he was often master of events. Rosas might have typified the *estanciero* in a land-hungry society, and initially sought office as a means of securing an appropriate frontier policy (of sound defence and periodic expansion) in the underpopulated, under-exploited grasslands of the River Plate; but he was more than an instrument of class interest. The Rosas system was dynamic: inertia could have encouraged *latifundismo*. The consolidated landed power depended on the regime's Indian policies, its restrictive labour programme and controlled access to land ownership.

If the economic heritage of these years was a disposition favouring rural inequality, and the dominance of "land" over "commerce", the political legacy was no less significant. Filling the vacuum created by a collapse of legitimacy at the time of independence and subsequent failure to establish national institutions, Rosas founded a political system based upon clientism and cooption, reducing ideology to primitive demagogism and the art of government to little more than narrow estate management writ large.

Students of biography will, no doubt, be disappointed to find few new personal or family details in this work: the study is concerned with the times, not the man. Notwithstanding a short account of the 25 years passed in exile, little additional light is shed on the personality of Rosas. John Lynch's main contributions in this volume are his investigation of the causes and results of frontier consolidation of the Argentinian great plains; his account of the political structures; and of Rosas's ambiguous relationship with the outside world, particularly Great Britain and the British. These key issues have all too often been submerged by polemic.

Colin H. Lewis

Colin H. Lewis is lecturer in Latin American economic history at the London School of Economics.

Hanoverian crisis

The Butcher: the Duke of Cumberland and the suppression of the 45
by W. A. Speck
Blackwell, £12.50
ISBN 0 631 10501 8

The Duke of Cumberland has not been the subject of a biography since the not altogether satisfactory two volumes produced by the Hon Evan Charteris so long ago that the first volume antedates the First World War.

To undertake a new biography, as Professor Speck has done, is to tackle a vast task. William, Duke of Cumberland was born in 1721 and died early in 1765 – but he had been a colonel by 1740, and was appointed Captain General of His Majesty's land forces in 1745. Victorious in Scotland though honourably defeated in the Netherlands, he was virtual Supreme Commander of all British forces in the early stages of the Seven Years War. Disgraced after further defeat in 1757 and relegated to civilian life, he became a powerful political figure under George III and was actually negotiating with a view to encouraging the creation of a fresh administration when he died.

Professor Speck, on discovering that a distinguished military historian had already been on the Cumberland trail for years, very sensibly elected to produce a manageable monograph on a restricted topic – the military suppression of the '45. Having said that, one has not perhaps done full justice to his design. Its framework is indeed a narrative account of the 1745 rebellion, with its emphasis on the counter-measures organized by the government of George II. As such it has the virtue of extreme clarity and it does add to our understanding of the campaign at the highest levels of decision-taking in the Hanoverian camp. It demonstrates just how reluctant a whole range of politicians (from George II to Lord Granville and his allies in government, Bolton, Stair and Tweeddale) were to jeopardize the current campaign against the French in Flanders by withdrawing significant numbers of troops to face what they originally saw as a damp squib in the remote Highlands. The conquest of Scotland by Prince Charles, a conquest sealed in blood at Prestonpans, made this attitude untenable and contributed decisively to the rise of the Pelhams – Henry Pelham and his brother the Duke of Newcastle – who insisted on absolute priority for home security.

However, what Professor Speck has really written is a contribution to an historical debate in which his own position was clearly marked by the title of his last book, *Stability and Strife: England 1714–1760*. The trouble with these debates is that they all too often reduce historians either to the level of medieval jesters belabouring one another with inflated bladders or to depths of intellectual thuggery disgraceful in civilized company. Fortunately the debate between upholders of the Whig ascendancy and distinguished scholars such as Dr Linda Colley, who do not believe that the Tory critics of the system entirely misunderstood it, or Dr Eveline Cruickshanks, who sees a strong Jacobite thread in the Tory tapestry, has been a model of urbane discourse. May it remain so. Professor Speck, as one would expect, makes his case with courtesy and care. His evidence of the widespread nature of support for the Hanoverian regime in England in its hour of crisis and for the lack of positive Jacobite commitment among leading Tories is important. It does not, I think, preclude the view that enough dissatisfaction existed to enable a victorious French army to instal the Stuarts in 1744, though their seat would clearly have been shaky. Nor am I convinced that the '45 was a "triumph" for His Majesty's Government.

Nevertheless, here is a taut, compact, civilized contribution to historical discussion.

Bruce Lenman

Bruce Lenman is lecturer in Scottish history at the University of St Andrews.

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BOOKS

Illness and stress

Woodrow Wilson: a medical and psychological biography by Edwin A. Weinstein
Princeton University Press, £13.00
ISBN 0 691 04683 2

Readers of William C. Bullitt's psychological study of Woodrow Wilson's psyche (written in the thirties in collaboration with Sigmund Freud but not published until 1966) will be on their guard against other efforts at retrospective psychoanalysis. It is not merely that psychobiography can so easily become an exercise in denigration but in such analyses exposure of the underside of the psyche is often taken to be a full explanation of the subject's public activity.

Freud and Bullitt fell into both these traps, producing a tasteless and distorted account of Wilson's career. Edwin Weinstein's new biography, published with the blessing of Arthur Link and his team at Princeton as a companion volume to the Wilson papers, is in a quite different category both in approach and in quality.

For one thing, Weinstein writes as a clinical neurologist, not a psychoanalyst, and his aim is the clearly defined one of assessing "the impact of Wilson's illnesses on affairs at Princeton and on later national and international events." For another thing, Weinstein has a lively sense of history and a sure grasp of the details of his subject – not something that could be said of Freud and Bullitt. Though not without its problems, Weinstein's book is well-written, intelligent, and humane. He employs his technical expertise without bravado; for which non-medical readers will be grateful.

Inevitably much of the material is familiar. Weinstein has to re-tell the story of Wilson's life, or a good deal of it, in order to substantiate what is unfamiliar in his own contribution. A purely medical diagnosis or a narrowly psychological account of Wilson's personality would be something like an angler's interpretation of *Moby Dick* – not without interest perhaps but hardly of great significance. So Professor Weinstein traces Wilson's growth from his childhood in Virginia, through his student days at Princeton, his academic career at Princeton and elsewhere, to the period as Governor of New Jersey, and finally his mixed fortunes as President from 1913 to 1921. All this Weinstein does lucidly, if selectively.

If John Mulder had not recently published a detailed study of Wilson's pre-political career (another companion volume to the Wilson papers) it would be easier to justify Weinstein's journey over this ground. As it is, for this period of Wilson's life, which occupies about two thirds of Weinstein's biography, the account stands or falls on what it adds to Mulder. The answer is – a little. Mulder had already established that in his middle years Wilson was far less dependent on his father than earlier biographers had claimed. Weinstein makes the same point without acknowledging Mulder. But Weinstein does give greater definition to our knowledge of the connexions between Wilson's illnesses and periods of stress.

He shows that Wilson was obsessed with his minor psychosomatic colds, headaches, and digestive disorders, rarely missing an opportunity to write about them to his wife and women friends; but that he displayed a "denial of illness" syndrome in connexion with the major strokes he suffered in 1896, 1906 and 1919. In the latter two cases, Weinstein demonstrates, the effect was to encourage Wilson to adopt inflexible stands on the Graduate College proposals at Princeton and on the passage of the Treaty of Versailles through the Senate, with disastrous results in both cases. Here again, though, Weinstein brings a new precision to existing knowledge rather than adding anything radically new.

On one issue, however, Weinstein does offer new information, or at least a new hypothesis, gleaned from his own clinical studies. He suggests that Wilson's notorious slowness in learning to read, variously ascribed to laziness (by Wilson himself) and the inhibiting effect of a tyrannical father, was actually due to "developmental dyslexia," a condition resulting from a particular organization of the hemispheres of the brain. Weinstein makes a good deal of this, arguing that Wilson's dyslexia and his adaptation to it – he was able to switch with ease to writing with his left hand when his right was impaired by paralytic strokes – "may have contributed to his use of auditory and visual imagery in his imaginative play as a child, and to his cognitive, linguistic style as an adult".

The profit of this approach comes in the analysis of Wilson's language. On numerous occasions, we are told, when Wilson was under stress his language became "self-referential," which is to say that he defined public issues in term which referred directly to his own physical and psychological condition. In public speeches he harped on hearts when he was suffering from cardiac problems, on paralysis in the wake of strokes, on blindness during periods of impaired vision, and so on.

Again one asks how significant this is for an assessment of Wilson's public policy. Though Weinstein has done more than anyone else to identify recurring patterns in Wilson's imagery – in periods of health as well as illness – he sometimes strains the material to breaking point. Two things save Weinstein's analysis from being interesting but trivial. He is aware that however private the sources of Wilson's imagery may have been, much of it was in tune with the rhetoric of his times. To that extent Weinstein avoids picturing Wilson as an oddball. Secondly, Weinstein does manage to make some interesting connexions between Wilson's language and his public policy. He suggests that Wilson's implacable resistance to the Senate's desire for "reservations" to the Treaty of Versailles as he had negotiated it was increasingly a matter of language. The treaty, Weinstein writes, was "a sacred pledge by which he could redeem himself"; "any change in its language would, in Wilson's opinion, not give it the same significance." Language, in effect, had become a cage.

It is not easy to summarize Weinstein's achievement in this book or to decide exactly who will find it useful. It offers much on Wilson's personality and personal relationships, less on his political ideas, and its coverage of the public career is patchy. ("See Link's biography for details of this" is a frequently offered aside.) The newcomer to Wilson will have to look elsewhere for adequate accounts of the latter. On the other hand, the specialist may become impatient with the rehearsal of much familiar material, sensitively as it is done. Of itself, the explanatory power of Weinstein's perspective is not sufficiently radical to alter one's picture of the whole man.

Richard Crockatt

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St Georges of the bench

How Courts Govern America by Richard Neely
Yale University Press, £10.50
ISBN 0 300 02589 2

To most British observers, the political significance of courts in the United States is a familiar, if still perplexing, phenomenon, for it runs counter to deep-seated beliefs about the paramount rights of the elected branches of government. In Britain Parliament is sovereign; in the United States written constitutions are, and it is a central role of judges, in both state and federal courts, to decide the often imprecise meanings of those constitutions.

Furthermore, the American people regularly litigate to achieve political ends. Alexis de Tocqueville observed over one hundred and fifty years ago that there was scarcely an issue which divided the American people that did not end up in the courts for resolution; and this is still true today. Judges are regularly called upon to exercise what Oliver Wendell Holmes once called "the sovereign prerogative of choice", to decide authoritatively between competing political claims. This must involve on occasions denying to duly elected legislators and executives the fruits of their office. Such judicial power, with its inevitable element of subjectivity, has been at the centre of a long and distinguished debate about the principles which should guide judges in exercising such power.

Richard Neely, who became Chief Justice of the West Virginia Supreme Court when only 39, has written a readable and iconoclastic book defending an activist judiciary. He starts by denigrating the political parties, electorates, legislators and administrations, emphasizing the gulf that exists between the ideal and the reality. His reality, however, is an exaggeration; the wheeler-dealing and self-serving behaviour of Neely's public men, though splendid to read, is a caricature. More convincing, however, is his argument that such behaviour is demanded by the nature of the institutions: to win elections, to stay in office, to fund a campaign, all require a corruption of basic democratic values. In contrast the courts and their judges are free from the pressures of accountability to short-sighted electorates or of subservience to powerful interest groups. (Those judges who are elected to office, like Neely himself, are rarely involved in partisan or group politics.) Judges can, therefore, play the role of St George; indeed, they must if the American system of government is to retain the respect of true democrats.

Courts as the defenders of the equal ballot, access to information, and freedom of communication (the necessary prerequisites for democratic polit(os) will be familiar to supporters of the Warren Court. But Neely fails to put forward any tough-minded arguments which could establish on what principles judges should decide competing claims. His passion is appealing, but constitutional scholars brought up on the philosophy of, say, Justice Felix Frankfurter will not be impressed. The responsibility for making democracy work, he argued, lay not with the Supreme Court but with the people and their respresentatives. The courts, unelected for the most part and unaccountable, should be essentially passive and restrain their personal wishes to set the American political order to rights.

Neely's book, then, is more a personal testament than a scholarly discussion of one central issue in American political philosophy, as he himself acknowledges. But he writes with great verve (there are several years' worth of quotations for final examination papers here) and is unperturbed that his judges in chapter one decide cases almost entirely to fit their political preferences (which would have horrified Felix Frankfurter) while his judges in chapter eight provide a disinterested force to redress the imbalances elsewhere in the political system for democracy's sake. Alexander Bickel, one of Yale's great professors of constitutional law gave Neely only a C on his course, and one can understand why, but he had an interesting student to teach.

Richard Hodder-Williams

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Cultural commerce

The Diplomacy of Ideas: US foreign policy and cultural relations, 1938–1950 by Frank A. Ninkovich
Cambridge University Press, £15.00
ISBN 0 521 23241 4

Though short, this is an ambitious book. It is not designed to provide a comprehensive account of the American Government's cultural relations programmes from their inception in 1938. (The series of monographs currently being published by the State Department will presumably accomplish that task.) Rather, it is concerned with the nature and rationales of these programmes, and the philosophical assumptions which underlay them. In analysing these with subtlety and insight, Frank Ninkovich emphasizes their wider significance. As befits a pupil of Akira Iriye, he views international relations as involving peoples as well as governments. Indeed, playing a little on the meaning of the word "culture", he suggests that foreign policy should be seen as an aspect of cultural relations as well as vice versa.

The story Ninkovich tells is one of great changes in practice accompanied by essential continuity of criteria. The principles that the US has always professed in the field of cultural relations have been those of nineteenth-century liberalism, with a perhaps particularly American tinge of confidence and populism. Art, ideas and those who deal in them should enjoy freedom not only of expression but of exchange. Like other commerce, such intellectual interchange would promote international understanding and peace, particularly if it was left in private hands and not controlled by governments for their own ends.

The origins of cultural relations programmes in the United States – the exchange of scholars and students, the translation and overseas distribution of publications, the teaching of English and so on – reflected these assumptions. The lead was taken before the First World War by the Carnegie Endowment for International Peace, and in the 1920s it was followed by several other philanthropic foundations. When the government eventually began to play a role in the late 1930s, it was not only limited in geographical scope (to Latin America), but deliberately secondary to that of private interests. However, Ninkovitch shows clearly that the need to secure appropriations from Congress in terms of America's national interest soon made some officials rather "schizophrenic" about the purpose of the programme. "The important thing", said one congressman of student exchanges, "is to bring foreigners in here and work them over".

In response to this conflict, some, like Professor Ralph Turner of Yale in 1942, argued that since America's national interest involved "the liberation of all common men", both the exercise of power and the use of cultural relations in support of it were justified. During the Second World War, however, this was a minority position and most of the cultural relations' establishment placed their faith in an international educational agency. It was the Cold War, perceived as a struggle "between alternative ways of life", that brought these positions together, so that by 1949 an Assistant Secretary of State could declare that "the goal of Unesco and the goal of the United States are precisely the same". The next year, Unesco endorsed the UN action in Korea, more or less at the same time as the Congress of Cultural Freedom (covertly funded by the CIA) was being launched in West Berlin.

The embarrassment caused when the CIA's role was revealed in the 1960s slightly qualifies Ninkovich's interesting argument that the ideological interpretation of the Cold War served the necessary function of legitimating in terms of America's traditional values the engagement in power politics "dictated" by "circumstances". Here, as with his strictures upon all varieties of advocates of international understanding for their failure to grasp the particularity, irrationality and impermeability of different cultures, one senses an ambiguity about his own attitude to liberal principles. But he has nevertheless produced a work both scholarly and stimulating.

J. A. Thompson

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Towards civil war

The Origins of America's Civil War by Bruce Collins
Edward Arnold, £10.50 and £4.75
ISBN 0 7131 6337 2 and 6330 5

After concentrating on local studies for a time, American historians have recently returned to their traditional interest in the national politics of the 1850s, inspired by brilliant books by David Potter and Michael Holt.

Bruce Collins's book is one of the first attempts to synthesize this new work in an introductory account for the student and general reader. He discusses the local as well as the national scene; like Holt he describes the contingencies of political infighting, like Potter he keeps an eye on the rising tide of sectionalism. It is a daunting task to undertake in 158 pages, and the result is not entirely successful.

Collins is at his most original in his description of local life in the North and South. Emphasizing that each region was diverse and that they both shared certain similarities, he argues that both sections still boasted expanding agricultural economies and that any prospect of shutting off the supply of open land sparked bitter resentments. Thus, quite ordinary people grew excited over the position of slavery in the territories. This is perhaps a bit oversimplified for the North, though for the South it does serve to counteract the old idea of a region with a static economic and social order, and to direct attention to the non-slaveholding majority among white southerners – the men who carried the vote for secession and fought the Civil War.

Unfortunately it is precisely such ordinary citizens who are missing in most of the book. In a democracy the ballot paper is the litmus of public opinion, yet Collins's discussion of voting is inadequate. For the North at least the broad outlines of changing electoral fortunes are apparent (although specialists might feel that some crucial questions about voting shifts have been glossed over). For the South, voting is generally ignored until an inconclusive discussion of the secession movement. As a result much of the argument about popular sectionalist feeling remains hypothetical, and the account of political decision-making is divorced from its context.

Collins is on much surer ground in his account of the events of national politics. With impressive speed the reader is guided from Texas to Fort Sumter via Mexico (for a war), Washington (for a compromise), Kansas (for a bit of violence and chicanery), and Illinois (for the rise of Lincoln and the Republicans). Comments on incidents along the way are perceptive and suggestive, but the presentation suffers from the need to cover so much so quickly. The detail is dense and the argument complicated. Insomuch as it can be summarized, the book maintains that the interaction of well-developed sectionalist arguments with the practical necessity of organizing territorial governments worked progressively to strengthen extremism while undermining the case for popular sovereignty – the only possible way out. As Collins puts it, with characteristic cautiousness, there was "a sense of inevitability about the coming of the Civil War".

Writing a short introductory book on a major topic can be a thankless task. In this case the necessity of compression has impaired the result. Within the current debate on the coming of the Civil War, David Potter defends a position ultimately similar to Collins's but with greater eloquence and clarity, while revisionists are unlikely to feel that Collins has really answered their objections.

M. D. Kaplanoff

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Edited by Thomas Daniel Young and John J. Hindle, *The Republic of Letters in America* is a record of the correspondence between John Peale Bishop and Allen Tate (University Press of Kentucky, £17.00).

BOOKS

Journey to Italy

Contemporary Italian Sociology: a reader
edited by Diana Pinto
Cambridge University Press, £20.00 and £7.50
ISBN 0 521 23738 6 and 28191 6

Who reads Gramsci now? Well, quite a lot of people it would seem from the number of times that the term hegemony is used today. The trouble is that far fewer social scientists know much about modern Italian sociology – very little is translated and hardly any of us, classical educations notwithstanding, can read Italian. This new anthology will go some way towards opening up Italian sociology: it can be treated perhaps as *antipasto*.

There are 12 pieces all of which have appeared since 1970 – most much more recently. They tell us not only about the characteristic concerns of Italian sociologists but also, much more importantly, about Italian society. There is an intimate relationship between Italian society and its understanding of itself. That, and the fact that Italian sociology is much more blended with economic analysis than its Anglo-Saxon counterparts, gives it its unique flavour. There is a strong commitment to understanding "modernization" and its consequences, as well as appreciating its social paradoxes with the continuing influence of "traditional" (both peasant and artisanal) sectors on social development.

Pinto provides an invaluable introduction to these concerns as well as a summary of what she calls "The Italian context 1945–80" – from Reconstruction, through "the economic miracle", planning and the centre-left, to "the crisis years" from 1967 to the present. Out of these social changes come Italian Sociology's particular concerns: first of all, with the labour market.

There are five papers on this subject: Paci's "Internal Migrations and the Capitalist Labour Market" shows how southern migration to the North was dysfunctional to the North itself, while Puglise's "The Mansholt Plan and the Mezzogiorno" analyses the disruption of the South. In his valuable analysis of Rome's shanty towns Ferrarotti demonstrates that that labour market is composed of "men suspended between countryside and city and belonging to a world that is no longer peasant but not yet industrial". Barbagli's two papers counter the functionalist belief that education is a correlate of an expanding society and economy.

A second major concern of Italian sociology is with social class. On this there are two pieces: Pizzorno's "*Middle-Strata in the Mechanisms of Consensus*" and Donolo's "Uneven Development and Social Disaggregation: notes for an analysis of classes in the South". Both refer to the impact of modernization and its negative consequences on the interconnexion between the middle strata and the marginal working class, a relation which is not economic but political.

The third centre of interest is on social actors and politics represented here by Reyneri on the trade union movement and Melucci's thought-provoking "Ten Hypotheses for the Analysis of New Movements". Fourthly, there is an interest in the welfare state and the market economy. Balbo's piece on the family should be widely noticed here in its attempt to integrate an understanding of paid employment, social services and domestic work. Paci's "Class Structure in Italian Society" (the only piece to appear in English before) is a brilliant analysis of whether the particularities of the Italian social formation should be put down to the "backwardness" of Italian capitalism or as an expression of the Italian's economy's "peripheral" position inside the western capitalist system.

An additional characteristic of Italian sociology, represented by the final paper, Capecchi's "From Sociological Research to the Enquiry", is that Italian sociologists really do see themselves as political intellectuals. They blur the line between professional research and personal political and social engagement. This is perhaps best shown by the fact that most of the articles published in the anthology first appeared in what would be considered to be non-professional journals. Unlike elsewhere much "professionalizing" work originated in a para-political and *engagé* intellectual context.

This anthology does have a "thesis". It is that in analysing Italian society Italian sociologists have opened up the crucial social problems which are both the consequence and the residue of a modernization strategy which pervaded *all* countries in the postwar period. This is "Italy as metaphor" in the study of truly comparative social, economic and political settings. Any student of "developing" and "developed" societies should study this book and will come away richly rewarded.

Colin Bell

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Young women carrying water from a nearby river to their cooperative village farm in northern Senegal, taken from Our Own Freedom, a collection of photographs by Maggie Murray of women in Africa (Sheba Press, £3.75).

A room of their own

Women and Space: ground rules and social maps
edited by Shirley Ardener
Croom Helm, £12.95 and £6.95
ISBN 0 7099 0371 5 and 0372 3

Women and Space is the third volume to arise from the Oxford Women's Social Anthropology Seminar under the editorship of Shirley Ardener. All 11 contributors are women who attended the seminar.

It is surely unusual, in the social sciences, for the researcher to have to belong to the group studied – but we know the reason here: interest in the anthropology of women was born out of American and European women's heightened awareness, curiosity and anger about their position in their own society. It was rightly recognized that the daily lives, ideals and beliefs of women in other societies had been largely ignored by social anthropologists. This was a solid advance, and for any reflective social anthropologist (or either sex) the subject will not be quite the same again. Sadly though, this particular book, coming some ten years after the bubble was burst, gives a rather woeful impression of the insights that some people hoped would be won for social anthropology, on the one hand, and for western women's understanding of their own fate on the other.

"Space" does not prove a cohesive theme in spite of the editor's attempt to orient us with a series of elegant picked out in meaningful italics. Thus: "*space speaks*", "*space reflects social organisation*", "*behaviour and space are mutually dependent*", "*space defines the people in it*", "*people define space*", "*objects are affected by the place in space of other objects*", "*time and space are mutually affecting spheres of reality*". We are also treated to a mysterious statement from Edwin Ardener: "Time systems occupy spaces which are generated by and with the physical and social space" (keep it for those spare moments in the yoga class). Besides all this, many simple English words and expressions appear in significant inverted commas – "jumbled up", "map", "dangers", "outer", "social" and so on, lending gratuitous semantic sophistication to confuse the reader further. Many of the papers which follow are prosaic by comparison with the editorial introduction. Anthropologists will recognize the familiar themes of muted/dominant, public/private, nature/culture and inner/outer and, for the most part, the authors have used the theme of space to serve up some very ordinary anthropological fare about domestic groups, marriage patterns and social boundaries.

The themes of women and space are explored principally among Andean Quechua speakers from Peru, members of the House of Commons, urban and rural Greeks, academic Oxbridge couples (together with the Sarakatsani shepherds and Ambeli villagers of Greece these make up an intriguing combination), Shi'ite Iranians, Mamasani tribal Iranians, Georgians and Tadjiks from the Soviet Union, Yoruba, urban "coloured" South Africans and western actresses. Treatment by separate authors ranges from no-comment ethnography (Wright on tribal Iran) to no-ethnography comment (Blair on actresses, in which are revealed the "*otherness*" of women's "interiority" and "the speech impediment brought about by trying to communicate female experience with a phallocentric tongue").

In between these extremes are attempts to use ethnography to draw conclusions about women's roles and there are some points of interest: a plethora of marriages of convenience allowing rule-bound Iranian Moslems to compose their households, the strength of the "domestic" sphere among "coloured" South Africans, variations in the delineation of a private domain, and so on. However, the balance between ethnographic information and pertinent analysis which makes for stimulating reading in anthropological essays is simply absent in this collection. The goods promised in the introduction are too often not delivered, but it takes a degree of persistence to recognize this because each paper is broken up by headings which, more often than not, offer splendid excuses for heading off in another direction.

The interesting questions about women's roles at home are left untouched in this book. The simple structural formulation of the elaboration of privacy between the sexes at Oxbridge does nothing to explain why women do not often reach the upper echelons of academic life. Similarly, the superficial structural similarity between the "Akwē-Shavante men's house", were there to be such a thing (in spite of Rogers Maybury-Lewis explains that mature men congregate in the open while a bachelors' hut contains an age-set of unmarried boys), and the House of Commons would be far less significant than the question of why, when young English girls know they could become MPs, they do not try to do so. These questions about socialization processes are the difficult ones, both empirically and analytically. They are uncomfortable ones too, because women tend to want many different things for *themselves*.

Might not the field of "women's anthropology" be better stripped of this ambiguity between researcher and researched and restyled as the anthropology of relations between the sexes? Overemphasis of one side of a relationship and sexual discrimination in academic recruitment (albeit only to seminars) ill-become an open discipline whose prime subject matter is social relations. In this nasty world of ours, a "private" domain which nevertheless enjoys the respect of the "outside" could be a little too good to last.

Christine Hugh-Jones

Dr Hugh-Jones is author of "From the Milk River: spatial and temporal processes in Northwest Amazonia".

Poor in spirits

The Folklore of Ghosts
edited by H. R. E. Davidson and W. M. S. Russell
Boydell & Brewer, £12.00
ISBN 0 85991 079 2

With impeccable timing, the Folklore Society managed to produce, handy for these long winter evenings, the published proceedings of its July 1980 conference on the folklore of ghosts. With irresistible appropriateness, this book has been brought out in their "Mistletoe Series" which contains companion works on Highland rites and customs, the English mummers' play, and animals in folklore. The contributors to this volume provide accounts of ghosts in Ancient Greece and Rome, Iceland, the West Indies, Ulster, Japan, medieval Europe, nineteenth-century Denmark and elsewhere.

The air was filled with phantoms, wandering hither and thither in restless haste and moaning as they went.

(Charles Dickens, *A Christmas Carol*)

Much of this book consists of reports of ghost stories in the course of presenting the prevailing lore concerning ghosts in that particular time and location, with some associated details of burial practices, customs relating to the dead, and the like. Laying out the corpse on a board beneath the dining table on which is spread all the requirements for a really authentic wake appears to be one such custom unfortunately fallen into abeyance in twentieth-century Ulster. For the nineteenth century and beyond, however, it is discussed in enthusiastic detail by Linda-Mae Ballard.

Katherine Briggs explores the embellishment of ghost stories over the course of time and retelling. Carmen Blacker shows the role of ghosts in the causation of illness and personal disaster in Japanese tradition. Possession by an angry ghost is held by followers of the Shingon and Nichiren sects, as well as some of the newer movements, to be a source of sickness, drunkenness, failure in business, and so forth, which can be cured by exorcism of the malevolent spirit, who thereafter takes on a guardian role.

Claire Russell argues that "genuine hauntings or ghost stories" – she does not make any definite distinction between the two, but like many of her collaborators in this volume, appears to assume that some, if not most, *are* true – are a result of some form of intensive emotional interaction which leaves an impression upon the environment in which it took place. This, she seems to argue, is most likely to be *the case when the emotional issue* is repressed rather than being satisfactorily resolved.

Theo Brown, in contrast to most of his colleagues, presents a ghost story which is acknowledged by almost everyone to be false, one concocted apparently for the purpose of extortion and blackmail. Joan Rockwell analyses some of the 10,000 ghost stories collected by Evald Tang Kristensen, a Danish ethnographer seeking to show – as do other contributors for various times and places – that a finite set of patterns can be found in all the diversity. Yet the kind of inductive exercise has very substantial limitations. It can be readily end up – as to my mind is this volume – as "just one damned ghost story after another", if I may coin that familiar calumny on history.

The folklorist's love for the details of the particular seems to defeat the intention to develop an analytical approach to the subject matter. Analytically and theoretically there is less here than in the twenty pages or so devoted to ghosts in Keith Thomas's *Religion and the Decline of Magic*. The combination of brief historical understanding and familiarity with allied anthropological writing has proven powerful indeed in such works as Thomas's, and the now extensive range of first-rate studies of the role and development of witch beliefs.

These works have vividly displayed the character of witch beliefs as an aspect of a universe pervaded by moral meanings, in which all events – and more particularly all misfortunes – provide occasions for reflection on the moral meaning and moral agency of what has transpired. Who – human or spiritual – might one have offended; what obligations might have been overlooked; what *taboo* – through carelessness or foolhardiness – might have been infringed? Misfortunes provoked reflection upon such questions and thus on the issue of who might have reason to wish one harm, or to remind one of one's duties. In a more settled and traditional world, belief in ghosts reflected a continuity with the past long since attenuated for most of us. They reflected a world where early death meant many must depart with "unfinished business" left behind, and where the uncertainties of the machinery of social control encouraged belief in supernatural retribution by the dead for the moral failures of the living.

More likely to survive into any elected old age, our "unfinished business" today is most likely to take the form of neuroses from childhood inhibiting our enjoyment of adult life, and exorcism of these ghosts is by and conducted in the ritual of the therapy rather than that of the church. The past has no claim upon us, and the cosmos has been denuded of moral significance. The world is no place for ghosts to wander.

Roy Wallis

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BOOKS

Historical being

Lukács, Marx and the Sources of Critical Theory
by Andrew Feenberg
Martin Robertson. £15.00
ISBN 0 85520 427 3

Georg Lukács's *History and Class Consciousness*, published in 1923, inaugurated a new phase in Marxist thought. In it Marxism's traditional focus on economic and political analysis is displaced by a complexly constructed social philosophy which owes as much to Hegel's *Phenomenology of Spirit* as it does to Marx's *Capital*. Lukács's original synthesis of philosophical and socio-historical analysis, anticipated by Marx in the then unpublished *1844 Manuscripts*, created a new form of theory which has been used and developed by a variety of writers, most notably Lucien Goldmann and the members of the Frankfurt School.

Andrew Feenberg's useful book offers a convincing reconstruction of the central argument of Lukács's seminal work. The argument has three major components. First, in opposition to the claims of traditional philosophy to be able to attain a trans-historical or universal grounding for knowledge and right action, Lukács's meta-theory of philosophy firmly locates philosophical theses and antinomies in specific historical contexts. *Philosophy, for Lukács, is* the form in which the actual contradictions of a given form of social life are raised to consciousness. He argues that the antinomies of bourgeois philosophy, like those between fact and value, freedom and necessity, subject and object, have their source in social processes of reification, that is, in social processes which function in a manner analogous to the substitution of use value by exchange value in the economy. The predominant effect of reification is the generation of quasi-autonomous social domains (for instance, "the economy") which *appear to operate in accordance with unvarying natural laws.* Social subjects thereby come to view the social world as existing "naturally", as independent of their desires and volitions. It is this appearance which underlies the central philosophical antinomies of modernity. For traditional philosophy these antinomies can be solved, if at all, only speculatively. Lukács's meta-theoretical relocation of philosophy in history entails that such antinomies must be overcome practically. Only revolutionary social action, by transforming the underlying social relations, can dissolve the philosophical problems *precipitated* by those relations.

The second component of Lukács's argument is an account of proletarian class consciousness as a standpoint *in* society which can regard given culture as a stage in the development of consciousness rather than as a trans-historical limit on consciousness. Some such account is necessary if the rationality of radical social change is to be secured independently of trans-historical presuppositions. Feenberg contends that Lukács's theory does not make the proletariat the producers of history in order that this end can be satisfied; rather, the theory claims that the proletariat is in a unique social position to mediate given social forces in a progressive manner.

Finally, Feenberg directs himself to Lukács's central ontological thesis, namely, that all being is historical being. Only if this is true can radical social action, in altering social forms, alter being and thereby surmount traditional philosophical antinomies. After a convincing dismissal of the usual charges levelled against Lukács that he believed men produced nature, and that he was "romantically" hostile to natural science, Feenberg goes on to argue that the natural world does present an obstacle to Lukács's theory. Since the natural world is not ontologically transformed in the course of history, then the thesis that all being is historical being must be false.

In order to preserve the core of Lukács's theory Feenberg sketchily proposes a revision which depends on weakening the claim of natural science to reveal *the* truth about the natural world while simultaneously hinting at the possibility of a different kind of identity of subject and object, namely, an identity *of* nature *in* subject and object. The weakening move not only coheres with some recent work in the philosophy of science, but seems essential to a "philosophy of praxis". The identity thesis, however, appears both spurious in itself and incompatible with Feenberg's own analysis of the place of mediation in Lukács's theory. Once production (or creation) is replaced by mediation, then the main justification for regarding Lukács as providing an identity theory disappears.

It seems likely, as Feenberg's analysis tacitly implies, that the vocabulary of German Idealism was in fact inadequate to Lukács's theoretical purposes (as, indeed, it may have been to Hegel's own enterprise). Lukács's best thoughts are frustrated as much as they are nurtured by a conceptual scheme that too often owes more to Fichte than to Hegel.

J. M. Bernstein

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Moral claims

Moral Luck
by Bernard Williams
Cambridge University Press, £16.50 and £5.95
ISBN 0 521 24372 6 and 28691 3

Moral Luck is the arresting title of a group of papers by Bernard Williams which have been written over the past seven years and are now being published in one volume. Eleven of the thirteen essays could be said to be moral philosophy in one form or another, and even the last two – on "the extent to which we can hope to attain to any conception of the world which will be independent of our *peculiarities and the peculiarities of* our perspective" – have a bearing on topics in moral philosophy.

Although the essays have been written separately for various purposes there are several recurring themes and a single intellectual perspective which give a loose coherence to the book. The blurb describes the recurring themes as "the moral and philosophical limitations of utilitarianism, the notion of integrity, relativism, and the problems of moral conflict and rational choice". Certainly these themes do recur, but a more striking feature is the attack on Kant, Kantianism and modern writers influenced by *Kant, such as* John Rawls, D. A. J. Richards, Thomas Nagel and Charles Fried. This feature is important because Kantianism could be said to reflect the very structure of our western moral outlook and it is that structure which Williams attempts to share.

One argument against the Kantian tradition in morality seems to be that it treats persons in abstraction from character and therefore cannot make sense of personal relationships, such as friends or lovers might have. Now I think that Williams is correct in asserting that Kant and his tradition have difficulty with the idea of character, but does it follow that the Kantian tradition must have difficulties with the idea of personal relationships? This does not seem to me to follow, nor am I convinced that Williams makes out a case for his criticisms of Kantianism here. He writes, "For Kantians, personal relations at least presuppose moral relations, and some are rather disposed to go further and regard them as a species of moral relations . . ." Well, no doubt some are so disposed, but then the Kantian tradition is a bit like the Labour Party these days – it has been infiltrated by some queer folk. As for the less extreme thesis – that for Kantians, personal relations presuppose moral relations it "is less absurd, but also wrong".

I do not myself think that even the extreme view is *absurd*, although I do not agree with it, but let us consider what exactly is intended by the less extreme view. Does it mean that if A is friendly with B he must (logically) in virtue of the friendship do things for B which people often do, for others in general, out of a sense of duty? I think that Williams rightly concedes this. Does it mean that A must (logically) do things for B which A would also do for others? Williams denies that this is logically involved in personal relationships. Again, he may be right on this although there is the point (which he *makes himself in chapter four*) that there is a certain "carry-over" effect of moral qualities from one situation to another. Does it mean that A must logically do things for his friend B out of a sense of duty? Williams does not mention this case, although it is a natural interpretation of "personal relationships presuppose moral ones". Since friends and lovers have duties to each other – they are, after all, in role-relationships – presumably when other motivation fails, as sometimes it might, they are still required by their relationships to do what is needful, but it will now be out of duty. If I am misunderstanding Williams it may be because it is not clear what he is saying. In grappling with difficult and important ideas here he seems to me to move between the exciting but false and the true but trivial.

What he does want to reject in this essay and elsewhere in the volume is the Kantian idea of the supreme importance of morality. He maintains that in cases of conflict between moral claims and those of personal relationships then "deep attachments to other persons will express themselves in the world in ways which cannot at the same time embody the impartial view". Yes, no doubt they will sometimes so express themselves, but *ought* they to? Williams seems to think so, and his reason is that "Life has to have substance if anything is to have sense, including the impartial system; but if it has substance, then it cannot grant supreme importance to the impartial system". But this is surely to misunderstand Kant, the Kantian tradition, and deep personal relationships.

It is to misunderstand Kant in that for him accepting the demands of the impartial system (the categorical imperative) is both expressing what I essentially am, a freely choosing self, and also receiving the assurance that life does indeed have significant substance. For those who are more loosely Kantian, and might accept with Williams the view that the substance of life comes from personal relations, morality is of supreme importance only in the very limited sense that, in cases of conflict between personal relationships and morality, morality must always take precedence. And it is to misunderstand meaningful personal relationships which have trust, a moral idea, as one constitutive bond.

A second main argument against the Kantian tradition is mounted in the second chapter, which gives the book its title. The essay begins by drawing attention to one profound claim of Kantianism – that moral value is unconditioned. In other words, whereas one's life as a whole cannot plausibly be said to be immune from the contingencies of luck, moral value, at least in its Kantian form of a "good will", can be so described, and moreover moral value can be presented as the most important kind of value. Williams wishes to reject both the point that morality is immune from luck and the point that it is the most important kind of value, but he begins his argument by looking at the notion of "rational justification", leaving moral justification till later.

The notion of rational justification is not a very clear one in this sort of context, but it seems that the thesis is that a project, such as that of Gauguin, who gave up his family for his art, could be said to be rationally justified if but only if it were successful; but success is a matter of luck (constitutive luck, that is, or luck intrinsic to the project). "What would prove him [Gauguin] wrong in his project would not just be that it failed [as through his injury] but that *he* failed". This distinction is given an interesting discussion which includes a consideration of different sorts of regret. Now if there could be some sort of *prior* justification, moral or rational, for the existential decision à la Gauguin this would give justification which was immune to the uncertainties of intrinsic luck. This suggestion is discussed and rejected on the grounds that it is not possible to formulate a rule which would provide the right sort of prior justification; there could be no reasonable prior conviction that one was a great creative artist, for "what is reasonable conviction supposed to be in such a case? Should Gauguin consult professors of art? The absurdity of such riders surely expresses an absurdity in the whole enterprise of trying to find a place for such cases within the rules." Does it? Professors are, of course, notoriously unhelpful for consultation on anything, but the aspiring artist could reasonably consult other artists, since early genius is rarely completely unrecognizable by other artists. And why must he be a "great creative artist" to justify the project? Would it not do if he were just pretty good? If the existential decision were based on a prior consideration of all the factors that it could be based on, it could subsequently be said to be rationally, and indeed morally, *justified* even if the eventual outcome were intrinsic failure. And an important factor, recognized by Kant, in prior moral consideration is the belief that one has talents to be developed.

I found the discussion of rational and moral justification stimulating, but I was deeply disturbed by a related issue which is fundamental to the chapter – "that while we are sometimes guided by the notion that it would be the best of worlds in which morality were universally respected and all men were of a disposition to affirm it, we have in fact deep and persistent reasons to be grateful that it is not the world we have". What could these reasons possibly be which could lead us to be grateful that our world is not one free from the torturer, the violator of human rights, the rapist . . .? Since this extraordinary remark is made in the context of a discussion of Gauguin the reason seems to be the dubious empirical one that out of a preference for a life free of the moral claims made on one by dependents there sometimes comes great art. On the same level it could be replied that great art has also been created as a direct consequence of an artist's consciousness of the moral claims laid on him by the possession of talent, or indirectly as in Sir Walter Scott's writing novels to pay his debts. But in any case it is clearly possible to pay too high a moral price (that is, a price in human suffering) for art.

Williams has another reason for his rejection of the supremacy of moral claims. "If the moral were really supreme, it would have to be ubiquitous." In other words, everything not forbidden would become compulsory! But why? Even on the narrowest interpretation of Kant, according to which, as Williams rightly says, what I must fundamentally aim should be beyond luck, there is nothing to prevent the flourishing of the sentiments, of personal attachments, of art.

In chapter four there is moral philosophy of a different kind, a discussion of the sort of moral character which it would be desirable for a politician to have. Whereas I found the first three chapters exciting but unacceptable, I found this one acceptable but banal. We do not need a philosopher to tell us that "only those who are reluctant or disinclined to do the morally disagreeable when it is really necessary have much chance of not doing it when it is not necessary". An adequate discussion of this sort of topic needs attention to historical examples, or it will be judged by politicians or historians as sterile. The remaining chapters, on such matters as internal and external reasons, practical necessity, "ought" and moral obligations, relativism, Wittgenstein and Idealism, and some aspects of verificationism, raise matters of interest mainly to professional philosophers, and offer the analytical insights appropriate to such preoccupations.

It should be remembered that in these essays, especially the ones on moral philosophy, Williams is grappling with difficult ideas. Perhaps then it is not unfair to say that he is a true Kantian at least in this, that they are not easy to read or interpret. Moreover there is a tendency to rhetoric, as in "Kantianism is only superficially repulsive" (page 21), or in the frequent use of the word "absurd" to characterize views with which he disagrees. On the other hand, there are also memorable phrases, and paragraphs which condense a whole tradition of thinking.

The ideas do need a more systematic framework, as he says in the preface, and it is to be hoped that the interest and controversy his present volume will produce will encourage him to produce one soon.

R. S. Downie

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Learning at the Back Door

REFLECTIONS ON NON-TRADITIONAL LEARNING IN THE LIFESPAN

by Charles A Wedemeyer

In this challenging and highly original book, Wedemeyer, a pioneer in the field of independent, distance, and open education, analyses the characteristics of non-traditional learning and suggests ways in which such learning can be strengthened and used for the general improvement of all education.

The growing literature in this field throughout the world makes it clear that these alternative ways can no longer be ignored. Non-traditional learning may indeed help to revitalize all of education. Professor Wedemeyer's study offers a solid basis for understanding the value of such learning at the back door.

Charles A Wedemeyer was the first Kellogg Fellow in Adult Education at Oxford, and a consultant to the Open University at the time of its formation; in 1976 the Open University awarded him an Honorary Doctorate.

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BOOKS

New improved vision

The Psychological Study of Object Perception: examination of methodological problems and critique of main research approaches
by Arild Lian
Academic Press, £11.80
ISBN 0 12 447850 6

Direct Perception
by Claire F. Michaels and Claudia Carella
Prentice-Hall, £12.60
ISBN 0 13 214791 2

Psychologists who are active in empirical research have developed a useful conditioned reflex. Whenever they see the word "metatheory" they reach for a wastebasket.

Metatheorists believe that they can advise us which kinds of experiments to do, and which to avoid, using *a priori* arguments based on personal insights. These private revelations tend to be discrepant so that it is much easier to classify metatheories by their tone than by their content. Pessimistic metatheorists are convinced that they have discovered some fundamental logical flaw which undermines all current opinions in a particular branch of psychology. Their best advice is that all work should instantly cease. They write with the gloomy satisfaction of a physician waiting to see a terminal prognosis remorselessly confirmed. Optimistic metatheorists are convinced that they have received some fundamental new insight which will transform an entire field of research. Like jolly neurosurgeons they bluffly insist that we will survive, and indeed function much more happily, if only we allow them to ablate our current knowledge structures.

Arild Lian is a pessimist: "we are, in fact, questioning the foundations of most of the psychology of perception". It turns out that he is, in fact, questioning the assumptions of an antiquarian discipline which he terms "psychophysics". By psychophysics he chooses to mean experiments carried out to quantify subjective estimates of sensations such as hue, brightness, size and object shape, and three-dimensional tilt.

He rightly points out that people give various estimates of their sensations depending on the precise experimental conditions under which they are tested and on what they infer the experimenter wants them to try to do. More importantly, Lian insists, the visual world consists of structured "objects" which cannot be de-synthesized, by some reverse Lockian transformation, into component "sensations". "An object is more than just a collection of sensory properties. In perception the object is said to occur as an integrated perceptual unity." Since we have no theory of object perception our grasp of peoples' estimates of their sensations is dubious.

Of course, Lian is quite right, but it is difficult to congratulate him because since 1940 a very large literature – which he ignores – endorses and extends every point he makes. Those brought up on this literature will find it odd that he should base a review of sensory experiments largely on Katz (1909), Krueger (1924), and Gelb (1929), with not mention of the work of R. L. Gregory and with a sad distortion of J. J. Gibson. They will find it comic when he is overwhelmed even by the straw men he does choose to attack, Hsia (1944) and Lie (1977). It is perverse of Lian to insist that contemporary psychophysics merely continues S. S. Stevens's dull obsession with quantification of subjective estimates of sensation.

Psychophysicists are primarily concerned to develop neurophysiological models of the sensory neurons and of their cortical representation areas and to test these models by non-invasive techniques. Lian's criticism that psychophysicists "live a life because they are committed to the myth of a "standard human observer" is invalid. Our knowledge of colour vision has been greatly advanced by the psychophysics of colour blindness. The effects of central and peripheral damage and the nature of individual differences are staples of current research.

Lian might write otherwise if he were sympathetic to the work of J. J. Gibson. He is not, and this would bring him into conflict with two lively and optimistic metatheorists, Michaels and Carella, whose eulogies Gibson himself found inconvenient before his death ("Idolatry is pleasant but very frustrating for the idol"). In contrast to Lian, who seems a lonely antiquarian critic, based in the isolated psychological culture of Oslo, Michaels and Carella are the most recent publicists for a bustling North American group which revolves around the work of Bransford, Cutting, Franks, Shaw, Turvey and others.

Michaels and Carella share Lian's discontent with theories of perception that cannot discuss objects. Their premises, however, are very different and much more positive. By developing Gibson's insight that perception cannot be discussed in the abstract but must be a description of a transaction between a specified organism and a specified environment, they extend the idea of perception to encompass all the animal knows about its world. "What an animal can know is as specific to its (environmental) niche as its body is"; more gnomically, "if the animal is the knower and the environment is the known a full accounting (that is, perceiving) cannot be had by analysis of one". And by rightly following Gibson's insistence that animals are not passive information channels but rather "investigators, not merely inhabitants of their worlds," they decry contemporary information processing models for human perception.

Many of these models, however, rest on a misunderstanding of the mathematical theory put forward by Shannon and Weaver. In many, "information" is treated as a substance, a sort of viscous ectoplasm, which the "environment" intrudes into the passive "information channel" of an organism. In Shannon and Weaver's model, however, information cannot exist unless there is an active choice. A hardware "receiver" or a biological "perceptual system" must be, at least implicitly, capable of testing for the presence or absence of a number of different, specifiable states of its environment. If no such tests can be made, no information exists.

So far Gibson's views are clearly, and wittily, extended, but these nice points become lost in a straggling herd of non-sequiturs. The authors are resigned in the expectation that their ideas will be received unsympathetically, and seem to think that this will secure the authenticity of their point of view. Announcing that work in progress on a new theory of depth perception will show how the new theory raises fundamentally new questions, they tell us that it is inexpedient to present the mathematical basis of this work, or to tell us much about it, in their book. Some nice experiments by Shaw are described, showing that people can estimate relative ages from human skull profiles. One of the cues which they use to do this is change in skull shape with age, that is, a progressive topological deformation in terms of cardioid strain. Hey presto, the human perceptual system deals directly with "higher order invariants" in the environment and does not make use of assemblages of lower order constructs such as straight-edges, line tilt, curves, angles, and so on.

If the brain does, indeed, deal *only* in terms of higher order invariants we should be forced to reinterpret dramatic, widely discussed findings of single brain cells which respond uniquely to particular stimulus features such as lines, colours, and so on. We would even have to re-interpret other discoveries of single cells which appear to respond uniquely to complex structures such as peanuts, hands or faces. Our embedded electrodes may simply be tapping off adventitious component processes in some "higher order invariant detection system" which we cannot yet understand.

This is an extremely important caveat, but we must not forget that Shaw's experiments hardly show that this is the case. The possibility that people can rank-order degrees of topological deformation and the further fact that, in everyday life, they may be able to base some of their judgments (such as relative profile age) on such orderings hardly supports the much larger claim that humans and other animals always base all their perceptual judgments only on higher order invariants and never make judgments based on the presence, absence or value of isolated cues and features. This extreme claim runs counter to so many reliable experiments, and to such strong intuitions, that it will require much clearer definition and much more compelling empirical support than Michaels and Carella can yet find.

Patrick Rabbitt

Patrick Rabbitt will be professor of psychology at the University of Durham from 1st April.

Potted science

Dictionary of the History of Science
edited by W. F. Bynum, E. J. Browne and Roy Porter
Macmillan, £17.50
ISBN 0 333 29316 9

As the first dictionary to be devoted to the history of scientific ideas to be published in any language, this book deserves a much wider audience than those with a professional interest in science who will undoubtedly want to consult and study it.

The organization of the volume is unusual but generally effective. There is no biographical dictionary. Proper names feature not at all as entries although there is a useful and comprehensive biographical index at the end of the book. Rather we have entries for concepts, schools, theories, branches. The cross referencing is excellent and an example typifies the range of the book. Under "fire (element)" we are told to see: "Chinese science; combustion; element; Greek science; relation to the Universe; heat and thermodynamics". When a word is used which has its own entry it is starred.

The volume's range is impressive. An analytical table of contents identifies all the individual entries lying on a particular field: 54 entries for astronomy, 164 for biology, 56 for chemistry, 55 for the Earth sciences, 42 for historiography and sociology of science, 103 for the human sciences, 38 for mathematics, 134 for medicine, 131 for philosophy of science, and 103 for physics. Miscellaneous listings refer to chinese science, hermeticism, Hindu science, Islamic science, magic, microcosm/macrocosm, nature, science and religion, scientific revolution, technology, and witchcraft.

There are, however, some gaps. Perhaps the most surprising is that there is no entry under science itself, especially since the concept has an interesting history and what is to count as science is both a matter of importance and contention. Nor is there a sustained account of the history of the philosophy of science, or of the current range of philosophies of science to be found. Nor is there evenness in how close to the present any article should take us: the entry under "cosmologies after Newton" takes us no further than the early twentieth century. We have to look under "expanding universe" and elsewhere for the later story. It is odd, too, that one of the senses of the term "naturalism" (itself somewhat a technical concept) receives an even longer than those on scientific revolution, evolution, or relativism. And although there are many references to Greek achievements in individual entries, there is no entry under Greek science as such.

Individual articles are, however, of a high standard, some exceptionally so, presenting in clear and precise prose the major thrust of an idea or the history of a concept. And they often reflect the current state of debate within the historiography of science, an entirely desirable thing. Many entries also contain short specialist bibliographies, and a list of the more important books on the history of science is provided.

The history of science as an academic discipline is, as a result of cuts in higher education, seriously threatened in this country. The volume is a timely testimony that practitioners have much to offer on vital issues.

G. A. J. Rogers

G. A. J. Rogers is senior lecturer in philosophy at the University of Keele.

Sir Thomas Heath's indispensable *History of Greek Mathematics*, first published in 1921, has been reprinted in unabridged form by Dover Publications (Constable) and published in two volumes in paperback at £6.35 each volume. Heath covers Greek numerical notation, Pythagorean arithmetic, Thales and Pythagorean geometry, Zeno, Plato, Eudoxus, Aristarchus, Archimedes, Apollonius, Hipparchos and trigonometry, Ptolemy, Heroni, Pappus and Diophantus of Alexandria and algebra.

Learning the rules

Parent-Child Interaction: theory, research, prospects
edited by Ronald W. Henderson
Academic Press, £19.60
ISBN 0 12 340620 X

Frontispiece to Charles Perrault's Histoire ou Contes du Temps Passé: avec des Moralitez, published in Paris in 1697. Taken from the third edition of Children's Books in England: five centuries of social life, by F. J. Harvey Darton, revised by Brian Alderson and published by Cambridge University Press at £12.95.

Although the title implies that this collection is devoted to research into the intricacies of parent-child interaction, it is, in fact, wholly concerned with the much broader realm of child socialization. It is divided into three sections: the first, amounting to more than half the book, reviews theory and research in this field, the second explores methodological problems, and the third is concerned with the application of theory.

The general approach adopted virtually throughout is that of a general review of the available literature, attempting to assess the contributions made by recent developments. Perhaps inevitably, this approach encourages an integrating and synthesizing of disparate trends, which tends to minimize the radical nature of some departures and the incompatibility of some theoretical positions. It works best in the first section, albeit that it paints a distinctly orthodox picture of socialization theory, probably because of the sheer amount of behaviourist theory and research. Henderson's contribution on the environmental effects on academic achievement, Hetherington's paper on how divorce affects children, and Lamb's cross-cultural survey of maternal child-rearing patterns, cover an impressive amount of material, providing not only an informative survey of their respective topics, but also making several pertinent observations.

The integrative tendency is most evident in the paper by Rosser and Sheffer and Brody. Rosser explicitly attempts to reconcile cognitive-developmental and behavioural approaches to the acquisition of pro-social (moral) behaviour. She argues that the former's emphasis on "person" variables and the latter's concentration on "situation" variables, can be accommodated within a notion of learning "rules" which guide future action. Sheffer and Brody seek to analyse the socializing effects of parents and peers in the course of which they implicitly attempt to synthesize Freudian behaviourist and cognitive-developmental research findings, a task which they can only achieve by ignoring the distinctive and incompatible theoretical assumptions upon which much research is undertaken.

In the second and third sections the general review approach works less well, for although both Hess and Rankin's papers on methodological problems raise a number of important issues, neither seems able to dwell long enough on any of them fully to explore them and what solutions might be offered. Bergan and Duley's paper in the final section describes a development of behaviour modification in which the therapist works in collaboration with the parent to alter the problem behaviour of the parent's child. Here the integrative approach leads them to the curious view that social psychology comprises an accumulating body of expertise to be applied to social problems, rather than a set of competing theoretical perspectives. Difficulties such as defining problem behaviour are treated as though they were merely technical and in putting forward their useful daily behavioural solutions to such problems they fail to appreciate that these difficulties arise from different theoretical assumptions.

Two papers deviate from the general review approach. Parke and Lewis present an excellent analysis of child abuse which emphasizes the interaction between the parent, who has a selective repertoire of solutions to disciplinary problems, perhaps as a result of being abused himself as a child, and a child, usually premature or of low birth-weight, who presents particular child-rearing difficulties, this interaction occurring within a context of formal and informal support and control. On the other hand, there is Pearl's Phenomenological cost-benefit analysis approach to adolescence which, as the title implies, is jargon-ridden, unsubstantiated and speculative.

Pearl's contribution apart, this collection provides a sound, sensible and informative review of orthodox approaches to child socialization.

P. A. J. Waddington

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BOOKS

The games computers play

Minds and Mechanisms: philosophical psychology and computational models
by Margaret A. Boden
Harvester Press, £20.00
ISBN 0 7108 0005 3

Some years ago, an eminent researcher in artificial intelligence (AI) at Stanford University decided that the game of Diplomacy was an ideal target for computational modelling. The game is said to have no element of chance: players each take on a country of the Europe of 1900 and, with the aid of no more than a map on a board and moveable symbols for armies, make deals with each other for support against invasions and threats in the corners of the house where it is played. The eminent researcher made his friends play the game with him for weeks, tape-recording all the deals in closed rooms (these became "protocols" in the terms of the trade).

The upshot of it all was a programmed version, which displayed the board on a television screen in the offices of players, all of the screens being linked to a large central computer. The secret deals in kitchens and on stairs now became calls between computer terminals for players shut in their own offices. The computer itself both administered the game (the success of invasions, and of clashes of armies) and played as a country itself.

There was one immediate gain in all this: the rules that came with the set were incomplete, and did not cover quite simple situations, so that players had to agree new rules during the game, with all the attendant acrimony. However, the computer version seemed able to settle all such disputes on the spot, because of its comprehensive programmed-in rules.

But there were awful drawbacks, too: the players of the computerized version, each in the privacy of his office, soon lost interest in dialogues on the screen with others. It seemed everyone had actually enjoyed the huddled deals with other people on the stairs. Worse still, it was very difficult for the computer actually to play the game, as distinct from referee it. Its program lacked "intentionality", a relation of subjecthood to such game objects as Russia or Turkey, in the sense of a (simulated) desire to possess them. This has been a feature of many computer programs that engage in dialogue with people at video terminals: they often answer questions and obey commands very well, but rarely have anything they actually want to talk about to the human interlocutor.

I was put in mind of this small but inglorious episode in the history of AI early in Professor Boden's important new book, for it incorporates some of the chief themes that inform her work: the program only worked with the aid of some grasp of the topology of Europe (a map of which could appear on the screen), but whose symbolic, internal, representation had to be non-pictorial, since computers work with binary numbers. How is that possible? Why is it so hard to give the program a structure of play? Computers now do very well indeed at chess, but the structure of bargains, and especially the deceitful bargains that Diplomacy requires, may be of a greater order of complexity. Finally, why did the programmed version utterly dehumanize the game for the players? This, too, was clearly not necessary, since intelligent children will spend addicted hours at commercial space-war machines. Perhaps that version of Diplomacy simply lacked colour and moving cartoon armies?

These are not frivolous questions, but desperately serious ones in our time, and they span both the intellectual (to representations and intentionality) as well as the moral and social. These are precisely the questions with which Margaret Boden has grappled over the past twenty years, and in the introduction to these collected essays she states her concerns:

Firstly, what is the nature of the mind, and of specific mental phenomena (such as intentions, reasoning, choice, or repression)? Second, what sorts of concepts are required for an adequate theoretical psychology? Third, how is it possible for the mind to be embodied, and what is the relation between psychology on the one hand and physiology or biology on the other? And last, what implications (if any) do theories in the life sciences have for moral thinking about individuals and society?

There can be no space here for a detailed discussion of so diverse a collection, but one persistent theme worth emphasizing is opposition to any "dehumunization" by computation and computational theories of mental life, like those of AI. She does not make any conventional attack on such activities and disciplines, but argues instead that AI can in fact be allied to traditional humanistic points of view. One such form of argument is to establish the central role of "representation" in intelligent computer programs: machines that can "see" and "recognize" three-dimensional scenes by way of (two-dimensional) television camera images, for example, do so only with the aid of complex program representations of how solid worlds must be structured and recognized. She shows that the same holistic principles were to be found in what are now thought of as the more humanistic schools of psychology such as the nineteenth-century Gestalt school.

If I have a personal quibble, it is that Professor Boden would take a vow not to quote Lewis Carroll for a whole year. But, that aside, there is profit in every part of this book for anyone concerned with present day questions of the nature of mind, intelligence and machines.

Yorick Wilks

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Cellular guests

Symbiosis in Cell Evolution
by Lynn Margulis
Freeman, £16.40 and £9.20
ISBN 0 7167 1255 5 and 1256 3

In 1967 Lynn Margulis (writing under the name Lynn Sagan) published one of the most stimulating articles I have ever read: "On the origin of mitosing cells" (*J. theor. Biol.*, 14, 225-275). This contained the first modern statement to be supported by detailed argument of the theory that mitochondria and chloroplasts evolved from bacteria and cyanobacteria, originally symbiotic within animal and plant cells. Provocatively, however, it devoted more effort to the seemingly impossible task of tracing the origin of mitosis than to the easier problem of outlining the case for the symbiotic origin of mitochondria and chloroplasts.

As the author herself has repeatedly emphasized, she was not the first to suggest some of these ideas; they had appeared a few times before, although mostly in poorly written articles in obscure publications in the earlier part of the century. However, she was the first to present the theories in skilful and persuasive detail, and most importantly, she was the first to emphasize the experimentally testable predictions which could be made (many of which were subsequently shown to be true).

The 1967 article triggered the start of a rapid and major change in the thinking of cell biologists. Within a decade there was a complete reversal of attitude so that now the majority take for granted the probability that mitochondria and chloroplasts are of symbiotic origin. There has been a wealth of articles by a variety of distinguished authors on topics such as, for example, the numerous similarities between mitochondria and certain kinds of bacteria. However, none have matched the impact of the continuing advocacy produced by Dr Margulis.

Dr Margulis has stayed in the centre of the stage for another reason. She advocates what she herself describes as the "extreme" view of the symbiotic origin of cell structure: not only mitochondria and chloroplasts, but also the eukaryotic flagellum had a symbiotic origin (from spirochaete-like organisms). Further, this was a key acquisition in that it led to the precise division of genetic material that constitutes mitosis, and thence to the explosive evolution of eukaryotic life that began in the Phanerozoic era. At present only a minority of biologists would probably accept this "extreme" version, but I think it is only a matter of time before it gains wider support. Dr Margulis herself has done much through her recent research to remedy our ignorance of the biology of free-living spirochaetes.

Symbiosis in Cell Evolution is a fitting tribute to the provocative and remarkable endeavours of Dr Margulis. Not simply about the symbiotic origin of some cell organelles, the book paints a picture of the origins of life and the early evolution of cells on a broader intellectual canvas than any other living biologist could manage. She combines the expected knowledge of a first-class cell biologist with a deep understanding of a diversity of other relevant topics such as the early geological conditions of the Earth, the chemistry of the atmosphere, the interpretation of proterozoic microfossils, geochemistry, microbial biochemistry, symbiosis, and the cytology of protists. It is a highly individualistic but scholarly tour-de-force of a kind few others could have produced.

There will be some, especially those whose inflexibility of mind attracts the charitable epithet of "purist", who will be irritated by aspects of the book. However, Dr Margulis is right in believing that the structure called a "flagellum" is so different in prokaryotes and eukaryotes that it ought to be given different terms. Throughout the book, the eukaryotic flagellum is therefore renamed "undulipodium": but despite the underlying correctness of her approach, this term may not gain wide currency. Although many will be familiar with "five kingdom" systems of classifying organisms, few will have encountered, before reading this book, the concept of the kingdom Protoctista (the Protists, or unicellular eukaryotes, combined with their immediate multicellular descendants such as the seaweeds and chytrids). But it must be admitted that the creation of such a kingdom then leaves the kingdoms Plantae and Fungi more cohesive, clearly delimited and monophyletic.

At the end of her preface, the author states that, "unlike many scholarly works, this book is not so much a collection of truths as a presentation of a point of view concerning the likely course that evolution took and the role symbiosis played in the emergence of eukaryotic cells". In fact, she presents her "point of view" with impressive fairness and balance. She is careful to give the arguments against as well as those in favour. For example, her assessment of the extent to which current experimental results show homology between spirochaete and eukaryote tubulin is meticulously fair. In her excellent discussions of the origin of life, she concentrates on the interpretation of available facts, and avoids those areas where the absence of information has led others into prolonged and often tedious speculation (such as the problem of how aggregates of organic molecules evolved into simple cells).

This is a very enjoyable book, written in an easily readable style, and peppered with thought-provoking quotations from a wide range of authors. The breadth of scholarship displayed is deeply impressive.

D. C. Smith

D. C. Smith is Sibthorpian Professor of Rural Economy and head of the department of agricultural and forest sciences at the University of Oxford.

A revised edition of J. H. L. Playfair's *Immunology at a Glance* has been published by Blackwell Scientific at £4.00. All sections have been brought up to date, particularly that on immunoglobulin genes.

Wooden Catholic Church at Lachawice, Poland, built in 1789. Although it still maintains late Gothic traditions externally, a superimposed bulbous dome gives it a Baroque flourish. Taken from The Wooden Churches of Eastern Europe: an introductory survey by David Buxton, published by Cambridge University Press at £42.50.

Taking a notion

Rethinking Mathematical Concepts
by Roger F. Wheeler
Ellis Horwood/Wiley, £17.50 and £7.90
ISBN 0 85312 284 9 and 308 X

If I wanted to react negatively to this book, I would repeat Gauss's remark (made somewhat sarcastically when told he'd never be able to prove something that actually took him about five minutes) that it is notions, not notations, that are important. If I wanted to defend it I would point out that when teaching notions, bad notation is confusing.

The author wants student mathematics teachers to think more carefully and deeply about their subject, and how to present it. To this end he discusses a series of standard topics: relations and functions, square roots, infinity, limits, series, calculus, sets and boolean algebra, logic, and induction. He sketches how these concepts might arise in the classroom, gives examples of good and bad usage, pitfalls, sources of confusion, gaps in the usual approaches. I have no doubt at all that student teachers can derive considerable profit from the material presented.

Despite the title there isn't really any *rethinking* of concepts at all; the material is standard undergraduate fare. Is it, really true that student teachers are not ordinarily exposed to this material? If so, it is like producing driving instructors who know which switch works the trafficator, but have never quite worked out which way it moves for "left" and which for "right"; and are not consciously aware that it matters. This is basic material: it should not be a question of rethinking.

Stimulating it may be, but students should not leave it unquestioned. There are several faults. One is an overemphasis on notation per se as a solution to conceptual difficulties. For example, the tailed arrow as opposed to the tailless arrow as a notation for functional dependence is hailed as a "revolutionary advance. I think it is a piece of pedantry that will only serve to confuse students who do not see the distinction, whereas for those who do see it, a notational difference is a waste of time. The disapproval of arc sin as the inverse sine is based on a tiny detail in the history of the word "arc": students neither know nor care about this, and the argument is ridiculous.

There is, overall, a creeping pedantry, best exemplified by a remark on page 17 about "singulary" relations. A footnote explains the derivation of this word from Latin distributive number adjectives, listing the first 12. The problem is that virtually every mathematician in the world calls them unary relations, impure as that derivation may be. "Television" is an awful Greco-Latin hybrid, but any electronics text that substituted "remotovision" or "teleorasis" would get the cold shoulder, and quite right too.

A third fault is that the author is much too certain of his own views, while being rather unimaginative about alternatives. "The only logical meaning to give [a certain symbol] is $\sin \sin x \ldots$". (page 102). This just is not true: I can think of two or three good reasons to justify the usual meaning as the square of the sine. In a Banach algebra of functions, pointwise multiplication is just as good a product as functional composition. Although I am not advocating teaching Banach algebras to schoolchildren, I must protest the dogmatic, and wrong, assertion that the author's preference is the only one that can be justified. Similarly on page 76, after an excellent discussion of the use of the symbol for infinity in complex analysis, we are told that an "irresolvable conflict" makes a similar treatment for the real numbers impossible. Strictly, that's nonsense, because as the reals are embedded in the complexes, the real treatment can be read off at once by restricting the domain of discussion. It is true that the order relation on the reals breaks down in the extended system; but (even more basic) the associative law for complexes breaks down: how is it that there is no "irresolvable conflict" there? The truth is simpler: the use of infinity in complex analysis is widespread because it makes a lot of problems easy; the corresponding use in the real case does not seem to be as applicable, so is unfashionable and seldom mentioned. The discussion of the real case is very shallow and needs much more explanation.

The book stimulated me, but mostly by saying things I disagreed with. If students use it in the same spirit, it will prove very valuable.

Ian Stewart

Ian Stewart is lecturer in mathematics at the University of Warwick.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Appointments

General

Association of Graduate Careers Advisory Service. The following officers and members of the Standing Committee have been elected. Chairman: J. K. Hudson (director, Durham University Careers Advisory Service); Secretary: E. M. Thorne (careers adviser, Leeds University Careers Service); Treasurer: A. R. Norman (assistant secretary, University of Oxford Appointments Committee). Committee members: D. Bone (Bristol Polytechnic); Mrs H. Boxer (University of Loughborough); Ms G. Goldman (University of Reading); Dr N. Harris (University of London); Ms P. Pierce (Polytechnic of Central London); P. Pierce-Price (The City University); Ms A. P. Radcreft (University of Bristol); V. B. Warner (University of Warwick).

Royal College of Surgeons of England. Sir Alan Parks was appointed Hunterian Orator 1981, Professor P. G. Bevan-Bradshaw lecturer 1982. Mr W. A. H. Smallfie and Mr J. P. Williams were re-elected, and Mr J. Fairgrieve of Cheltenham was elected as a member of the Court of examiners in General Surgery for three years from January 1982. Mr R. M. Hoddle was appointed surgical tutor at Canterbury (South Thames Region) for five years in the first instance in succession to Mr R. K. Cannibes.

Mr F. A. Thompson (study of the School of Education, Liverpool University, has been appointed The British and Foreign School Society Research Officer. He is currently involved in field research project on multicultural education. The research involves consultation with schools, parents and community leaders in the locality.

Mr David Warren Piper has been elected chairman of the Society for Research into Higher Education. He has been head of the University Teaching Methods Unit of the University of London which was set up to pioneer a new approach to instruction in universities. For 10 years Mr Piper has been a leader in the movement for staff development in universities.

Mr Alan Saunders has succeeded Mr Robert Gallon as president of the National Society for Art Education. Mr Gallons retains his position as NSAE representative on the Burnham Further Education Committee. He is assisted by Mr Tom Robb, Middlesex Polytechnic in meeting the responsibilities of the Burnham Further Education Committee representation.

Sir Ashley Bramall has been elected to the chairmanship of the National Council for Diploma Training in succession to Sir William van Straubenzee, who had been chairman of the council since its establishment in 1976. Sir Ashley was leader of the Inner London Education Authority from 1970 until 1981. He was a member of the Oakes group on the future of higher education and a member of the Council of Local Education Authorities and of the further education Burnham committee.

Sir Arnold Burgen, director of the National Institute for Medical Research, Mill Hill, London, was elected foreign secretary of the Royal Society for the unexpired year in succession to Sir Michael Stoker. The president and other officers were re-elected as follows: President, Sir Andrew Huxley; Royal Society Research Professors at University College, London: Treasurer, Sir John Mason, director-general of the Meteorological Office, Bracknell; Biological secretary, Sir David Phillips, professor of molecular biophysics in the University of Oxford; and physical secretary, Dr T. M. Sugden, master of Trinity Hall, Cambridge.

An old waterway in the Fens which a few centuries ago carried barges laden with heavy goods but now looks impossibly narrow. One of the illustrations in *History on Your Doorstep* by J. R. Ravensdale, the BBC book published in conjunction with the TV series of the same name. Programmes are being shown on Thursdays at 7.30 pm on BBC2 until March 4.

Forthcoming events

Living Foundation, 346 Kensington High Street, London W.14.

* * *

"Competition Policy in Britain: Retrospect and Prospect". R. W. Mann Lecture by Gordon J. Borrie, director general of Fair Trading on Thursday February 18 at 5.30 pm, Curtis Auditorium, University of Newcastle-upon-Tyne.

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"Ploughing the Sea Bed - University Engineering in Deep Waters", a public lecture by Alan R. Reece, reader in agricultural engineering, Thursday, February 25 at 5.30, Curtis Auditorium, the University of Newcastle-upon-Tyne, admission free.

* * *

"Disability and Country Recreation". In-service training course organized by Country-Commission and Disabled Living Foundation, March 1-3 at Charle Priory College, Wallingford, Oxfordshire. Participants will hear lectures from experts on disability and from some disabled people. Cost £130; a 50 per cent subsidy of this cost is available for approved countryside staff. Inquiries and booking forms available from Margaret Dowden, Disabled Living Foundation, 346 Kensington High Street, London W.14.

* * *

Media Studies, three Saturdays sessions at Goldsmiths' College School of Adult and Social Studies. Saturday, February 13: The Technological Explosion (speakers Colin Agate, Department of visual communications and Andrew Goodman, project consultant of the Audio Visual Education Centre). Saturday, February 27: Images of Blacks in British Media (speaker Jim Pines, designer of a new British Film Institute audio visual pack on Images of Blacks). Saturday, March 13: Images of Women (speaker Mitra Tabrizian, a photographer and writer). Fee £1.00 per meeting or £2.50 for all three. All session runs from 2.30-5.30 pm.

* * *

"New Company Law", a one day course on Wednesday, March 24 at Middlesex Polytechnic (Hendon location). Opportunities to examine the implications of the Companies' Act 1980 and 1981. Suitable for company directors, company secretaries, accountants, solicitors and other professional advisers concerned with company law. 9.30 to 5.00 pm; fee £40. Information from Mrs Carol Moon, Faculty of Business Studies and Management, Middlesex Polytechnic, The Burroughs, London NW4 4BT.

Grants

The following grants have been awarded by the SSRC:

Aberdeen
Sociology – £24,000 to study the health beliefs of women in different social classes, directed by Dr E. A. Paterson.

Aston
Management – £74,632 to study the response to micro-electronics, directed by Dr J. Child, Professor E. Braun and Professor R. Loveridge.

Bath
Humanities and Social Sciences – £12,000 to study the growth and development of the Indonesian intelligentsia, directed by Dr L. H. Palmier.

Birmingham
Local Government Studies – £46,956 to study the rural water supply planning in the semi-arid areas of the Sudan, directed by Dr A. W. Shepherd.

City
Mathematics – £50,980 to study the statistics on socio-demographic factors in migration, directed by Professor A. J. Fox.

Cornwall Technical College
Geography – £19,736 to study the recent non-retirement migrants to Cornwall, directed by Dr B. J. H. Brown, Dr W. T. Thorneycroft, R. W. Perry and K. G. Dean.

Dundee
Economics – £21,019 to study the long-term procurement contracts: a pilot study, directed by Professor T. C. Dalmith and C. D. Rogers.

Edinburgh
Economic History – £17,825 to study the Anglo-Netherlands bill market and English export finance 1460-1740: a pilot study, directed by Dr J. Blanchard.
Artificial Intelligence – £21,863 to study the development of a cognitive theory of writing, directed by Dr J. A. M. Howe.

Institute For Fiscal Studies
Fiscal Studies – £14,982 to study the fiscal policy in the corporate sector, directed by J. Kay, J. Edwards and C. Mayer.

Kent
Social Psychology – £41,036 to study the group identification and its implications for interpersonal and intergroup behaviour, directed by Dr R. J. Brown and Ms J. A. Williams.

Lancaster
Management Learning – £10,890 to study an investigation of the generative process underlying managerial behaviour, Dr J. G. Burgoyne.
Educational Research – £21,485 to study the policy implementation/adaptation: the use of curriculum guidelines in primary schools, directed by J. B. Reynolds and M. S. Saunders.

London
Imperial College of Science and Technology
Social and Economic History – £21,833 to study the management, organization and participation in Chinese industry (1970–1981), directed by M. Lockett.

Institute of Education
Psychology – £19,993 to study a young child's representation of persons and the social world, directed by Mrs M. M. Shields.

King's College
Education – £39,809 to study the state and private education: a study of the assisted places policy, directed by G. J. Whitty and Professor A. D. Edwards.

London School of Economics and Political Science
Social Anthropology – £41,553 to conduct an anthropological study of markets in central Java, directed by Dr A. F. Gell and Dr C. A. Gregory.

Queen Mary College
Electrical and Electronic Engineering – £8,578 to study the development of a computer language for cognitive and experimental psychology, directed by A. T. Arbister.
Economics – £50,276 to study the policy rules a small macroeconomic models with a government budget constraint, directed by Dr D. A. Currie and Professor M. H. Peston.

University College
Anthropology – £12,069 to study the social change and peasant economy in Sussex, directed by Dr J. S. Kahn and Ms N. T. Stivens.

Loughborough University of Technology
Human Sciences – £22,413 to study the evaluation implications of word processing, directed by K. D. Eason and Ms L. Damodaran.

North London Polytechnic
Sociology – £28,896 to study the migrant workers in the National Health Service, directed by Ms L. Doyal, Ms F. Gee and Dr J. Mohr.

Nottingham
Mathematical Education – £19,974 to study the diagnostic teaching methods and the acquisition of strategies in mathematical learning, directed by Dr D. A. Bell, Professor H. Burkhardt and M. Swan.
Psychology – £53,339 to study tools for laboratory computing in psychology, directed by Dr R. B. Henry.

Open University
Social Sciences – £21,344 to study payment relations in the private rented sector, directed by Ms L. M. McDowall.

Policy Studies Institute
Voluntary Organizations Research – £10,000 to study the extent of voluntary care for elderly neighbours – a pilot study of two communities, directed by S. Hatch.

Surrey
Mathematics – £12,660 to study the asymptotic analysis of nonlinear time series, directed by Professor P. M. Robinson.

Sussex
Experimental Psychology – £21,518 to study the working memory and inference., directed by Professor P. N. Johnson-Laird and Mr I. C. Oakhill.
African and Asian Studies – £10,686 to study the effects of female waged work on the urban Bengali household, directed by Dr H. Standing.

Ulster Polytechnic
Sociology and Social Policy – £39,878 to study low pay in Northern Ireland, directed by J. I. Ditch, M. J. Morrissey and R. Steele.

Open University programmes February 13 to February 19

Saturday February 13

BBC2
09.30 Management and the School. Priory School Management in Action (E325, prog 1)
10.00 Design and development. The Mackenzie Fire Engine (T252, prog 1)
10.30 Art in Italy 1460–1560. Santa Maria del Popolo: A Renaissance Church (A322, prog 1)
11.05 Rural politics. Powerstan 1: The Meeting (D331, prog 1)
11.30 Consultancy in action: an approach to evaluation. Commission in Action: Beginning Evaluation (P934, prog 1)
12.00 Twentieth-century poetry. Imagery and Imagism (A364, prog 1)
12.05 Technology foundation course. Facts are Not Enough (T101, prog 1)
12.30 Arts foundation course. Pictures: A Programme on Art Students and Issues of Art (A101, prog 1)
12.55 Changing to the Decimal System (M101, prog 1)
13.00 Exploring You. Exploring Yourself in Books (A110, prog 1)
13.25 Exploring You. Exploring Yourself in Books (A110, prog 2)
13.50 Social work: consultancy with and visitors. Welfare and Politics: Great Britain (D236, prog 1)
14.15 Can Schools Tell Us When It Hurts (P541, prog 1)
14.40 Management and Decision: Some You Right (P541, prog 1)
15.05 Mathematics for Teachers: Statistics. Statistics in Children's Hands (M352(2), prog 1)
15.30 Technology and Time. Art Objects (T252, prog 2)
15.55 Social psychology. Psychosocial Phenomena 1 (D302, prog 1)
16.20 Art and architecture in Italy 1460–1560: Pienza, the Ideal Humanist City (A322, prog 1)
16.45 Language in use. Talking about Language (E353, prog 1)
17.10 Open forum
17.35 Three Voices
18.00 Technology foundation course. An Introduction to Technology (T101, prog 1)
18.25 Mathematics for Teachers: Statistics. Statistics in Children's Hands (M352(2), prog 1)
18.50 Technology and Time. Art Objects (T252, prog 2)
19.15 Social psychology. Psychosocial Phenomena 1 (D302, prog 1)
19.40 Art and architecture in Italy 1460–1560: Pienza, the Ideal Humanist City (A322, prog 1)
20.05 Language in use. Talking about Language (E353, prog 1)
20.30 Three Voices
20.55 Rural politics. Powerstan 1: The Meeting (D331, prog 1)
21.20 Management and Decision: Some You Right (P541, prog 1)
21.45 Can Schools Tell Us When It Hurts (P541, prog 1)
22.10 Social work: consultancy with and visitors. Welfare and Politics: Great Britain (D236, prog 1)
22.35 Changing to the Decimal System (M101, prog 1)
23.00 Exploring You. Exploring Yourself in Books (A110, prog 1)
23.25 Exploring You. Exploring Yourself in Books (A110, prog 2)
23.50 Arts foundation course. Pictures: A Programme on Art Students and Issues of Art (A101, prog 1)

RADIO 3 (VHF)
07.55 Language in use. Talking about Language (E353, prog 1)
08.20 Three Voices
08.45 Rural politics. Powerstan 1: The Meeting (D331, prog 1)
09.10 Management and the School. The Best Laid Plans (E325, prog 1)
09.35 Art and architecture in Italy 1460–1560: Pienza, the Ideal Humanist City (A322, prog 1)
10.00 Technology foundation course. Facts are Not Enough (T101, prog 1)
10.30 Mathematics for Teachers: Statistics. Statistics in Children's Hands (M352(2), prog 1)
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Sunday February 14

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09.30 Management and the School. The Best Laid Plans (E325, prog 1)
10.00 Design and development. The Mackenzie Fire Engine (T252, prog 1)
10.30 Art in Italy 1460–1560. Santa Maria del Popolo: A Renaissance Church (A322, prog 1)
11.05 Rural politics. Powerstan 1: The Meeting (D331, prog 1)
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23.25 Technology and Time. Art Objects (T252, prog 2)
23.50 Social psychology. Psychosocial Phenomena 1 (D302, prog 1)

Monday February 15

BBC1
09.40 Rome: the Augustan age. Rural Under Augustus (A293, prog 1)
10.05 Mathematical models and methods. Direction Fields (MST203, prog 2)

BBC2
07.00 Technology foundation course. Facts are Not Enough (T101, prog 1)
07.30 Computer-based information systems. Information Systems and Data Bases (M352, prog 1)
17.10 Management and the school. Priory School – Management in Action (E325, prog 1)

RADIO 3 (VHF)
13.55 Partial differential equations of applied mathematics. Solving the Cauchy (M321, prog 1)
14.20 Differentiable manifolds. Manifolds and Tangent Spaces (M351, prog 1)
14.45 Arts foundation course. Pictures: A Programme on Art Students and Issues of Art (A101, prog 1)
15.10 Technology foundation course. Facts are Not Enough (T101, prog 1)
15.35 Mathematics for Teachers: Statistics. Statistics in Children's Hands (M352(2), prog 1)
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23.55 Three Voices

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08.20 Three Voices
08.45 Rural politics. Powerstan 1: The Meeting (D331, prog 1)
09.10 Management and the School. The Best Laid Plans (E325, prog 1)
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Tuesday February 16

BBC1
09.40 Rome: the Augustan age. Rural Under Augustus (A293, prog 1)
10.05 Mathematical models and methods. Direction Fields (MST203, prog 2)

BBC2
07.00 Technology foundation course. Facts are Not Enough (T101, prog 1)
07.30 Computer-based information systems. Information Systems and Data Bases (M352, prog 1)
17.10 Management and the school. Priory School – Management in Action (E325, prog 1)

RADIO 3 (VHF)
13.55 Partial differential equations of applied mathematics. Solving the Cauchy (M321, prog 1)
14.20 Differentiable manifolds. Manifolds and Tangent Spaces (M351, prog 1)
14.45 Arts foundation course. Pictures: A Programme on Art Students and Issues of Art (A101, prog 1)
15.10 Technology foundation course. Facts are Not Enough (T101, prog 1)
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Wednesday February 17

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09.40 Rome: the Augustan age. Rural Under Augustus (A293, prog 1)
10.05 Mathematical models and methods. Direction Fields (MST203, prog 2)

BBC2
07.00 Technology foundation course. Facts are Not Enough (T101, prog 1)
07.30 Computer-based information systems. Information Systems and Data Bases (M352, prog 1)
17.10 Management and the school. Priory School – Management in Action (E325, prog 1)

RADIO 3 (VHF)
13.55 Partial differential equations of applied mathematics. Solving the Cauchy (M321, prog 1)
14.20 Differentiable manifolds. Manifolds and Tangent Spaces (M351, prog 1)
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Thursday February 18

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10.05 Mathematical models and methods. Direction Fields (MST203, prog 2)

BBC2
07.00 Technology foundation course. Facts are Not Enough (T101, prog 1)
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17.10 Management and the school. Priory School – Management in Action (E325, prog 1)

RADIO 3 (VHF)
13.55 Partial differential equations of applied mathematics. Solving the Cauchy (M321, prog 1)
14.20 Differentiable manifolds. Manif

Universities continued

DUBLIN
UNIVERSITY COLLEGE

Assistant Lecturer College Lecturer in Agricultural Extension

Applications are invited for an academic appointment at the level of either Assistant Lecturer or College Lecturer in the Department of Agricultural Extension.

Candidates should have a minimum qualification of a Master's Degree in one of the following areas: Agricultural Extension, Rural Sociology or Education. Duties to include teaching at both undergraduate and post-graduate levels, the supervision of undergraduate research projects and participation in research training programmes. Experience in teaching, research and/or field work will be considered an asset.

The current salary scales are: Assistant Lecturer £6,839 - £10,953 (under review); College Lecturer £10,374 - £14,956 (under review).

Initial point on the relevant scale will be in accordance with qualifications and experience.

Further information on the duties applicable may be obtained from the Secretary and Bursar, University College Belfield, Dublin 4. Telephone enquiries 693244, ext. 451.

The closing date for receipt of completed application forms is THURSDAY 10th MARCH 1982. H1

ESSEX
UNIVERSITY OF

SENIOR
ELECTRONICS ENGINEER, LECTURER AND TWO RESEARCH OFFICERS IN THE DEPARTMENT OF COMPUTER SCIENCE

Applications are invited for four posts in the Department of Computer Science. Two permanent posts and two temporary, tenable for each for a period of two years. The appointments will be from 1 October 1982. Salary for Senior Lecturer or Lecturer (£8805 - £13,185 - £14,616 - £16,026 - £17,436).

Suitable qualified applicants from all branches of Computer Science will be considered but special consideration to applicants who are experienced in one or more of the following areas:

Artificial Intelligence, Data base systems, Distributed systems, High level Languages - their design and implementation, Microprocessor applications.

For the Senior Lecturership/readership, we are seeking a person with a well proven record of research who can clearly demonstrate continuing active research preferable in use of the area applied.

Applications (nine copies), including a curriculum vitae and the names and addresses of three referees, should reach the Senior Assistant Registrar (S), for the Senior Lecturership or Assistant Registrar (S) for the Lecturerships, at the University, Wivenhoe Park, Colchester, CO4 3SQ from whom further particulars may be obtained. Closing date 31 March 1982. H1

LEEDS
UNIVERSITY OF

DEPARTMENT OF BIOCHEMISTRY

Applications are invited for a post as Postdoctoral RESEARCH FELLOW in the Department of Biochemistry for work on the molecular basis of the mutagen induced by the antimetabolite and cell inhibitor 6-thioguanine.

A good honours degree in biochemistry, genetics or microbiology and experience in enzymology are required.

Salary on the IA Range for Research and Analogous Staff (£5,970 - £10,575) according to age, qualifications and experience.

Informal enquiries may be made to Dr. R. Powell (0532 31181 ext. 5233).

Application forms and further particulars may be obtained from the Registry, Leeds LS2 9JT quoting reference number 82/R/5 and closing date for applications 15th March 1982. H1

LEEDS
THE UNIVERSITY OF

DEPARTMENT OF GENETICS

Applications are invited for a post as Postdoctoral RESEARCH ASSISTANT in the Department of Genetics to work on the genetic control of plant development. Applicants should have a good honours degree in biochemistry, genetics or microbiology and experience in enzymology and/or plant tissue culture. Salary on the IA Range for Research and Analogous Staff (£5,970 - £10,575) according to age, qualifications and experience.

Informal enquiries may be made to Dr. R. Powell (0532 31181 ext. 5233).

Application forms and further particulars may be obtained from the Registry, Leeds LS2 9JT quoting reference number 82/R/6 and closing date for applications 15th March 1982. H1

NEW ZEALAND
CHRISTCHURCH

UNIVERSITY OF CANTERBURY

SENIOR LECTURER OR LECTURER IN COMPUTER SCIENCE

Applications are invited for the above-mentioned position in the Department of Computer Science.

Applicants should have interests within computer systems, computer languages, information systems or other areas of non-numerical application. Preference may be given to an applicant interested in contributing to the areas of computer networks, database techniques, information systems and related areas.

The salary for Senior Lecturers on the present scale is from NZ$24,800 to $27,580 (bar), $31,490 per annum; and for Lecturers is from NZ$19,855 to $23,520 per annum. A 9.2% Annual General Adjustment is currently under consideration.

Applications close on 30 June 1982.

Further particulars and Conditions of Appointment may be obtained from the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF. H1

NEW ZEALAND
DUNEDIN

UNIVERSITY OF OTAGO
OTAGO HOSPITAL BOARD

LECTURER OR SENIOR LECTURER IN PAEDIATRICS AND CHILD HEALTH

Applications are invited for the position of Lecturer or Senior Lecturer in Paediatrics and Child Health, University of Otago and Otago Hospital Board. This is a full-time University/hospital post with University status, conditions of appointment and duties determined under the Dunedin Hospitals.

Salary: Lecturer NZ$25,513 - $28,585 per annum; Senior Lecturer NZ$33,162 - $41,404 per annum. An allowance for clinical responsibility may be payable in the field of study and duties performed.

Further particulars are available from the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF, quoting reference AP/3/1, or the Registrar of the University, P.O. Box 56, Dunedin, New Zealand.

Applications close on 31 March 1982. H1

OXFORD
UNIVERSITY OF

PHILIP BAGBY STUDENTSHIP IN SOCIAL ANTHROPOLOGY

Applications are invited for the Philip Bagby Studentship which is open to graduates of any university who are suitably qualified in social anthropology. The studentship was established to promote within the University of Oxford the development of social anthropology at Oxford the comparative study of the development of urban, literate civilizations in accordance with anthropological principles and methods. Holders of the studentship will be required to work under the auspices of the Institute of Social Anthropology and to be prepared for a research degree in social anthropology of the University of Oxford. The research undertaken may be either full- or part-time work.

The period of tenure of the studentship is for two years in the first place with the possibility of renewal for a third year. The value of the studentship will be £4,000 per annum.

Applications, which should include a curriculum vitae, details of the proposed research and the applicant's financial situation, and the names of three academic referees, must reach the Secretary to the Board of the Faculty of Anthropology and Geography, Oxford University Museum, Parks Road, Oxford OX1 3PW, not later than 31 March 1982.

SOUTH PACIFIC
UNIVERSITY OF THE

Applications are inviting for the post of

SENIOR LECTURER/LECTURER IN ACCOUNTING (Post 82/5)

Candidates should possess good post-graduate qualifications, experience in teaching and research and preferably professional qualifications. Appointment will be made on the basis of qualifications and experience.

Salary scales are: Lecturer $21,945-$24,933 per annum.

Applications are invited for a number of Lecturerships and Senior Lecturerships in Engineering and Applied Science. Applicants will be expected to have a good honours degree and preferably a higher degree in a relevant discipline, together with professional and research experience. Appointments will be made on the basis of qualifications and experience, and applicants may be invited to submit a research proposal. Consideration will be given to the appointment of candidates who are primarily interested in teaching and who have relevant industrial experience.

Salary scales: Lecturer £6,894-£11,160 (Bar) £11,886; Senior Lecturer £11,886-£14,838 per annum.

Applications are invited for a number of Lecturerships in Computer Science. Applicants will be expected to have a good honours degree and preferably a higher degree in a relevant discipline, together with professional and research experience. Appointments will be made on the basis of qualifications and experience, and applicants may be invited to submit a research proposal. Consideration will be given to the appointment of candidates who are primarily interested in teaching and who have relevant industrial experience.

Salary scales: Lecturer £6,894-£11,160 (Bar) £11,886; Senior Lecturer £11,886-£14,838 per annum.

Applications are invited for a number of Lecturerships in Mathematics. Applicants will be expected to have a good honours degree and preferably a higher degree in a relevant discipline, together with professional and research experience. Appointments will be made on the basis of qualifications and experience, and applicants may be invited to submit a research proposal. Consideration will be given to the appointment of candidates who are primarily interested in teaching and who have relevant industrial experience.

Salary scales: Lecturer £6,894-£11,160 (Bar) £11,886; Senior Lecturer £11,886-£14,838 per annum.

Applications are invited for a number of Lecturerships in Physics. Applicants will be expected to have a good honours degree and preferably a higher degree in a relevant discipline, together with professional and research experience. Appointments will be made on the basis of qualifications and experience, and applicants may be invited to submit a research proposal. Consideration will be given to the appointment of candidates who are primarily interested in teaching and who have relevant industrial experience.

Salary scales: Lecturer £6,894-£11,160 (Bar) £11,886; Senior Lecturer £11,886-£14,838 per annum.

Applications are invited for a number of Lecturerships in Statist

Overseas continued

STATE OF BAHRAIN
UNIVERSITY COLLEGE OF BAHRAIN

University College of Arts, Science and Education invites applications for academic posts in the following subjects:

1. Arabic Linguistics
2. Classical Arabic Literature
3. Islamic Law
4. Educational Technology
5. Foundations of Education
6. Methods and Curriculum
7. Educational Planning and Administration
8. English Rhetoric
9. Modern English or American Literature
10. EFL
11. Applied Linguistics
12. Islamic History or History Education
13. Applied Linguistics (with experience in teaching French as a foreign language, as well as translation French-Arabic-French)
14. Geography Education or Economic Geography
15. Clinical Psychology or Cognition. (Required to teach in Arabic and English, preferably with cross-cultural educational training)
16. Taxonomy or Ecology. An interest in desert ecology would be an advantage.
17. Plant Physiology/Plant Biochemistry
18. Developmental Biology/Endrocrinology
19. Biological Education
20. Physical Chemistry
21. Inorganic Chemistry
22. Analytical Chemistry or Organo-Metallic Chemistry or Chemical Education or Applied Chemistry
23. Pure Mathematics
24. Algebra
25. Electronics
26. Physical Education

Candidates must have a Ph.D and experience in a recognised university. Applicants for Professor and Associate Professor positions must show evidence of research and publications.

Appointees will be expected to teach from Preparatory to final degree levels.

Language of instruction in Science, Mathematics and English Literature is English; in all other fields, Arabic.

Salary scales (One Bahrain Dinar = Sterling Pounds 1.40, US$2.65 approx.)

Professor	BD.10,800 × 9 to 16,200
Associate Professor	BD. 9,000 × 9 to 11,700
Assistant Professor	BD. 7,800 × 9 to 10,500
Instructor	BD. 6,600 × 9 to 8,760

Benefits and allowances include free, furnished, air-conditioned living quarters; full range of medical and health services; substantial educational allowances for up to 3 children; extra month's salary for each year of service; air tickets to and from Bahrain each year for family; two months paid summer vacation; allowance for shipment of personal effects at beginning and end of appointment, etc.

Bahrain has no income tax.

Contracts are for two years, renewable.

Candidates should apply in writing, citing three references, to The Acting Rector, University College of Bahrain, P.O. Box 1082, Manama, Bahrain, Arabian Gulf.

Applications should be received by the middle of March 1982.

UNIVERSITY OF NATAL
DEPARTMENT OF PSYCHOLOGY
DURBAN, SOUTH AFRICA

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin for appointment to the post of

LECTURER

Applicants should hold at least a Masters degree (or its equivalent) in Psychology; and some teaching experience in an institution of higher education would be a recommendation.

Salary in the range: R10 995 to R19 230 per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93% of one month's salary is payable subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from The Secretary, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE or the Registrar, University of Natal, King George V Avenue, Durban 4001, South Africa, with whom applications, on the prescribed form, must be lodged not later than 16th March, 1982 quoting the reference No. D7/82.

DURHAM
UNIVERSITY

Department of Engineering

RESEARCH ASSISTANT IN HYBRID ELECTRIC VEHICLES

Applications are invited for a Research Assistant for three years from as soon as possible for a project funded by SERC and Shell Research Ltd. on the computer simulation of different types of hybrid electric vehicles to assess their technical and economic feasibility.

Candidates should hold a good Honours degree in Engineering or Physics and have industrial or postgraduate research experience. Knowledge of Fortran, and experience in the performance aspects of electrical machines and/or internal combustion engines would be helpful. The successful candidate may register for a higher degree if appropriate.

Initial salary up to £6,880 on Range 1A or 1B as appropriate.

Applications (three copies) naming three referees should be sent by 5 March 1982, to the Registrar, Science Laboratories, South Road, Durham DH1 3LE, from whom further particulars are available. H10

JERUSALEM
BRITISH SCHOOL OF ARCHAEOLOGY

HISTORICAL RESEARCH FELLOW

The School is completing a survey of Ayyubid and Mamluk buildings in Jerusalem and seeks a research historian to assemble material from the Arabic sources, published and manuscript, and to write on the history of the periods.

The Fellow will be based in Jerusalem, and provision is made for studying sources elsewhere. The appointment is for two years. Rent free accommodation in the School, with good facilities and inexpensive meals. Research budget includes travel.

Salary £4,110 per annum

Applications to the Assistant Secretary B.A.A.J., 95 Wendell Road, London, W12 9RB. H10

LANCASTER
THE UNIVERSITY OF

CENTRE FOR THE STUDY OF ARMS CONTROL AND INTERNATIONAL SECURITY

JUNIOR RESEARCH FELLOWSHIP

Applications are invited for a Junior Research Fellowship from persons interested in any area of arms control or international security. The appointment will be for a period of two years from 1 October 1982, and will be made at a point within the annual salary scale £5,295 – £6,076. Persons intending to read for an advanced research degree at the University are not encouraged to apply.

Further particulars may be obtained (quoting reference L232) from the Establishment Officer, University House, Bailrigg, Lancaster, LA1 4YW, to whom applications (five copies) naming three referees, should be sent not later than 8 March 1982. H10

EDINBURGH
UNIVERSITY OF

DEPARTMENT OF SOCIAL ANTHROPOLOGY

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Closing date 19th March 1982. H10

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Closing date: 19th February, 1982.

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Miscellaneous

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Wrightson Wood
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THE TIMES HIGHER EDUCATION SUPPLEMENT

SPECIAL BOOK NUMBERS FOR 1982

February	19	Education (I)	June 4	Geography
	26	Biological Sciences (I)	11	Social Administration
March	2	Economics (I)		
	12	European Studies	September 17	Education (II)
	19	Sociology (I)	24	Economics (II)
	26	Maths & Physics (I)		
			October 1	Biological Sciences (II)
April	2	London Book Fair (6–8 April)	8	University Presses
			15	English (II)
	16	History (1)	22	Sociology (II)
	23	Psychology (I)	29	Maths & Physics (II)
	30	Engineering		
May	7	Philosophy	November 5	History (II)
	14	Chemistry	12	Psychology (II)
	21	Law	19	Politics
	28	American Studies	26	Computer Science

Special Features for 1982

April	2	Management Education (Association of Teachers of Management April 5–8
June	25	Computers in Higher Education
September	10	Higher Education in the Common Market
October	8	Academic Journals

Colleges of Higher Education continued

LANCASHIRE COUNTY COUNCIL
EDGE HILL COLLEGE OF HIGHER EDUCATION

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Further details and forms of application are available from the Chief Administrative Officer, Edge Hill College of Higher Education, St Helens Road, Ormskirk L39 4QP, to whom completed applications should be returned by 5th March, 1982

SOUTH GLAMORGAN COUNTY COUNCIL
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TIMES HIGHER EDUCATION SUPPLEMENT

PO BOX 7, GRAYS INN ROAD, LONDON WC1X 8EZ

Don's diary

Monday

The first day of the spring term. I reflect on the label 'spring' as I step gingerly between potholes in the polytechnic car park. There have been attempts to landscape the car park, but regular subsidence leaves buddleias and laurels with their feet dangling in old cellars, and rows of paddles tracing the sites of demolished housing. I look forward to the *term* with a good deal of resignation and some degree of foreboding. Due to resignations and retirement of staff in my subject area, this term will be very busy. Financial constraints have meant that there have been no replacements. Work starts with a 9am lecture with our postgraduate students. I have been teaching this group last term, so we are accustomed to each others idiosyncracies. The Monday morning's lecture is followed by three-hour practical sessions on Monday afternoon and Thursday morning. The remainder of Monday I use to do some planning for teaching in the coming weeks. There are, of course, the usual 'welcome back' chats with most members of staff as we pass in the corridor. Despite regular visits to the polytechnic during the vacation there is still a heap of assorted pieces of paper on my desk. I am somewhat relieved and surprised to find that I have disposed of the entire heap by the end of the morning, a morning punctuated by a series of students knocking on my office door. Personal tutees come to collect work and announce that they are back after Christmas celebrations. Other students wave little amber slips at me for signatures so that they are able to collect grant cheques. At the end of an afternoon of teaching, at 5.10pm I switch the office lights off (economize!) with a feeling of relief at having weathered the first day of term.

Tuesday

Tuesday this week is my quiet day. The day starts with a 9am lecture to our second year undergraduates. This is a group that I have not taught previously and I am very much aware of the importance of first impressions. I take the opportunity to do some marking and vow that I must go to the library to check some references. I adhere to my first New Year's resolution to take a lunch break, and make a brief shopping trip into the city centre. The main campus of the polytechnic is in a rather dull part of Birmingham which hovers between suburban and inner city sprawl. Despite some attempts to make it more decorative, the campus itself is functional rather than picturesque, particularly on a *wintry January day. Lunch should* definitely be taken away from the polytechnic if at all possible, but the opportunities within travelling distance are distinctly limited.

Wednesday

An early start because my car has to be taken to the garage for its first service. Interviews have been arranged with our second year undergraduates to discuss the libraries in which they will work during their third placement year. As deputy course director for this course I spend the morning with the course director interviewing students and discussing possible placements. A pleasant morning with few real difficulties. Receive a letter congratulating me on an article I have written – a pleasant surprise and a nice boost to morale. Send some complimentary copies of my latest book to some friends and colleagues. The afternoon is occupied with interviewing prospective students for our postgraduate course. Competition for financial support is very aggressive and candidates are usually acceptable but must be exceptional to be recommended for financial support. I interview one young lady who is more than suitable, and young man about whom I have reservations, but I am anxious not to repeat last year's record of enrolling an entirely female group. Break my second New Year's resolution and take some newsletters and memos home to read in the evening. Early evening is blighted by rush hour trips to collect my car. Husband comes home announcing that he has been invited to a conference in Germany. Congratulate him, but regret that I will not be able to accompany him.

Thursday

Another 9am start which heralds a full teaching day; I have classes from 9am to noon and from 1pm to 4pm. The afternoon classes are with first year undergraduates, another group which I have not taught before. Fresh from my Wednesday experiences of interviewing I am even more aware of the importance of first impressions. No trouble with the availability of overhead projectors and screens. One of the aftermaths of the summer 1981 moves was a dearth of such equipment. After several dangerous or inconvenient interactions with overhead projectors and their screens, I was driven to indulge in last year's memo war. Persistence was rewarded with improved provision. Union representative phones to discuss my claim for overtime payment, and we agree to explore the matter further next Monday morning. Arrive home to husband vowing to "do some work this evening". So, after putting baby to bed, do some work on the salary survey which I conduct for my professional body. Reflect on topic for PhD for which I intend to study on a part-time basis. Once again, I ponder on the advisability of this course of action in the light of ever increasing teaching and administrative responsibilities.

Friday

In better times I might have had a whole day free from other commitments in which to pursue my research interests. This term I have what remains of Friday morning before I arrive at the polytechnic at 11.30am for a noon lecture. This Friday than usual, because travel is protracted due to an overnight fall of racted due to an overnight fall of several inches of snow. I abandon my car and wait, with too many others, for the bus. Nevertheless, I arrive well before the start of my lecture to discover course directors standing in corridors debating the *cancellation of classes*. Head of department is supposed to authorize cancellation of classes, but as always when instant action is required, both the head of department and his deputy are absent from the polytechnic. Course directors take initiative and cancel all classes after 2pm. This causes a small panic for me, and I rearrange my 2pm class for 1pm. An important first lecture with a new group timetabled for 3-4pm has to be sacrificed. Students dispense at 2pm and I take the opportunity to prepare myself for a week of disruption. I discover that the microcomputer equipment that the department has recently acquired is "not quite" compatible. A glance at the noticeboard reveals an advertisement for a librarian with expertise in computer applications to work for a year in the West Indies. Definitely sounds more attractive than marking student workboards in Birmingham on a cold January afternoon. Don my wellington boots, hat and gloves for the trek home.

Jenny Rowley

The author is senior lecturer in the department of librarianship, City of Birmingham Polytechnic.

When asked to write a column

Tessa Blackstone

I was once in love with a columnist. Among other things I admired his *inventiveness* and stamina. Since then I had not given the subject of regular column writing much further thought, until invited to contribute a regular column to this paper.

My first reaction was mixed. I felt flattered by the invitation and not a little daunted. But I played it cool and did not let on that this was how I felt; I said I would think about it and muttered something about pressure of work and finding it hard to find the time to do all the things I had to do at present, let alone taking on new commitments. In other words I conveyed the rest of my reaction which was that this would be just another chore, but not the fact that I was also secretly rather pleased. I did not have to spend long thinking about it before deciding to give it a whirl, as they say.

My biggest fear was that I would rapidly run out of anything to write about. I thought it highly unlikely that I would find something worth saying 13 times a year on the subject of higher education in a paper already packed full of interesting things about this subject. I was reassured that there was no need to confine myself in this way. I could write about anything I wished, although some pieces on higher education would be desirable. Fantasies of becoming Walt Whitman opened up before me. I could comment on love and Lloyd and Helmut and François and Maggie. I could discuss the great world issues that confront us.

The problem was why should anyone wish to read what I had to say on such matters? So I forced myself back to reality and jotted down a list of possible topics to which an academic social scientist interested in educational and social policy, with a little experience of central government, of broadcasting, and of party politics might legitimately apply herself. It didn't come to 13 topics and it looked pretty dull and earnest, so conscious of my editor's reassuring remarks about the possible range of my offerings, I summoned up my courage and broadened the list not quite into the world of Jill Tweedie or Hugo Young but well beyond the pros and cons of part-time higher education. I found a surprising number of issues about which I have strong views quickly came to mind. So no problem on that front.

But then I wondered, what is the point of having general columns in a paper of this kind? Inviting someone to give the trade union view on higher education or getting spokesmen on the subject from each of the major political parties to put pen to paper from time to time clearly serves a purpose as long as those people can write a coherent piece of prose. But why ask four odds and sods from various parts of the higher education community at home and abroad to pronounce on what they will at regular intervals? Who reads columns anyway? I had to admit that in spite of my considerable admiration for a number of the contributors to this spot I have rarely read what they have to say. It must be an editorial device for filling space and having a built-in guarantee against shortage of copy.

Soon after reflecting in this way I overheard an eminent chief education officer, whom I much admire, congratulating the equally eminent director of the institute in which I work, until recently a columnist in this paper, on one of his articles. Apparently it was about the difficulties those with administrative responsibilities have in ever finding time to read books. This lament was keenly felt by the education officer who had enjoyed the article because he could identify so strongly with its message. So some people who are clearly not wanton idlers *do* read columns.

The only column I can remember writing before was a one-off job for *The Times* in International Women's Year. It was on the need to reconsider traditional views about the family and produced a large batch of letters of the "outraged Orpington" variety. I conscientiously replied to all of them. This produced a final riposte from several letter writers including a sound ticking off from a clergyman for addressing him incorrectly, several invitations to come and put my views to our local social of this or that assuring me that the audience would be bustling with hostility, and one or two invitations from men wishing to meet me over a drink or a meal. The Salvation Army set out to reform me perhaps?

Of course all this proves little about the real nature and size of the column readership. It is possible that the people who read columns are in fact a tiny minority and that they are the same people who write snappy letters or even fan letters to strangers, whom they see or hear on television or radio or whose articles they read in newspapers. But these reflections have served to remind me that the job may not be finished when the piece is sent off. There may be letters to read and answer. Or have I been too well brought up? Is there really an obligation to reply? Until now there have only been the kinds of letter my super-ego has allowed me to ignore. The first are from the obvious "nutters". Recent examples that have come my way include a Japanese transvestite who apparently delights in trying on dresses in the communal changing rooms of women's shops, and a male psychiatric nurse who had developed a penchant for the other side. The second are the objectionably abusive. The last example in this category I received told me I had done to Goebbels proud in the lies and half truths I had put across in a television programme. He added "my wife and I can't afford to eat meat – we send our son to a famous public school to protect him from the louts in our local comprehensive." Perhaps the best solution is that at the bottom of every column it should clearly state that all correspondence concerning it should be addressed to the editor.

To return to the question of why have general columns, presumably they may have several purposes. They create a little space for writers other than the paper's editor to pronounce on some subject they feel is important. Alternatively they allow the writer to prod the reader's thought processes by raising questions which provoke. Or they may provide light relief by examining some issues in an entertaining way. How the poor columnist measures impact is hard to say. Instant recognition from the photo at the top piles of letters from all over the country or just being asked to continue?

Getting to grips with numeracy

Charlotte Barry

The revelation that only half of Britain's adult population can read a railway timetable or a graph, and that a significant minority cannot even add, subtract or multiply, will come as no surprise to adult educationists.

It has always been considered far more socially acceptable for a person to say apologetically, "I'm hopeless at maths", than to admit that he or she cannot read or write well enough to get by.

Yet, as the Cockcroft Inquiry showed, people with high academic qualifications seem to feel particularly guilty about their inability to do simple calculations because they feel they "ought" to understand maths.

Those with less formal education do not appear to feel guilty in the same way. In the aftermath of the successful nationwide adult literacy campaign, demand for basic numeracy tuition has grown enormously and has led to the setting up of a number of shoestring projects in the informal sector of adult education.

One such venture is the Peckham Bookplace in south-east London, which runs a "drop-in" numeracy service where people can get immediate help with gas bills, social security or shopping as well as attend more formal courses in basic maths.

One way of reducing the widespread fear and loathing of maths could be to make more use of the broadcasting networks. The adult literacy campaign, which combined BBC programmes with a telephone referral service and support networks all over Britain, proved that radio and television could be used for that purpose. More recently, Yorkshire TV attracted large numbers of viewers for its basic numeracy series *Make it Count*, run in association with the National Extension College.

The need for more collaboration of this sort between broadcasters and adult educationists was emphasized recently by Lady Plowden, former chairman of the Independent Broadcasting Authority. She told the north of England education conference that broadcasters ought to capitalize far more on people's capacity to learn from television and radio; education had become a bore for many people, and broadcasters should help liven it up.

Encouragingly, one of the striking features about the advent of Channel Four, the IBA's second television network, will be the number of programmes which can be generally described as educational.

The IBA said when Channel Four was announced two years ago: "We are attached to a great importance to reaching individuals and not only audiences and this required connexions to be made between broadcasters and the means which exist outside broadcasting to follow up the interests created by programmes – popular and specialist journals, home study, local clubs and societies, volunteer services, classes in a variety of institutions and so on."

Group involvement in adult education broadcasts is not altogether new, as local radio projects show. One television example was the ATV programme *Disraeli* which in Yorkshire was supported by classes organized by a network from each University, Leeds Polytechnic, YTV and also the National Extension College.

One area not yet fully explored in this context is general social and political education. One of the most interesting proposals for programmes on Channel Four has come from the International Broadcasting Trust which will produce a package of 30 half hour programmes on "The World Issues with a £500,000 budget.

The trust consists of a wide range of voluntary organizations including learned societies like the Royal Anthropological Society, adult education bodies like the Workers' Educational Association and charities such as War on Want. One of its main aims is to provide the voluntary adult education sector with much needed opportunity to make use of the broadcasting networks.

LETTERS TO THE EDITOR

Creating a wider liberal consensus

Sir, – An outsider's view of one's discipline is always welcome and often salutary, and Mr Burgin's article (*THES*, January 29) on the climate of political science in Britain deserves comment. The complacency which he singles out for attack, and the fact that nothing coherent and integrative has appeared to match the changed circumstances of the 1970s has roots which go deeper than the Butskellism which he mentions. It has been pointed out by Keith Middlemass that the inherited nineteenth-century liberal tradition of British politics has consistently narrowed the concerns and horizons of both politicians and students of politics, so confidently and largely unconsciously did a generation take for granted the continuance, without special arrangements, of the political consensus which underpinned the creation of the modern structure of British politics and government.

A nineteenth century conception of British history survived unquestioned until very recently, in which it appeared that a state of political equilibrium was natural to society, which could only be lost by incompetence on the part of the formal institutions of the state. Questions about the actual use and distribution of political power were seldom asked or answered.

To many political scientists this tradition was successfully operationalised by the post-1945 political settlement, whereby a two-party system appeared to meet all the requirements of a modern liberal state – stability, material growth and freedom. That this state of affairs and the consensus it apparently commanded was essentially illusory is now being amply illustrated, in particular its proved dysfunctionality for the management of an advanced industrial economy. The perception of the voters of this deficiency has been more acute than that of the political science profession. Only a highly conservative electoral system has maintained it for longer than its utility would have dictated.

But from this system has developed most of the manifestations of postwar British political science that Mr Burgin refers to. The quantitative, psephological and show-biz element which has flourished, at the expense of deeper analysis, is the froth on the surface of superficial unity, an attempt to emulate an entirely different American situation (see Bernard Crick: *The American Science of Politics*). That it still has its dubious attractions is illustrated by the recent SSRC grant of an unbelievable £425,000 to the politics department of Essex University for the maintenance of its data archive. The SSRC still has to learn the distinction between facts and knowledge.

But more importantly, the system has dictated the terms on which political discourse has been conducted. It provides evidence of what Mr Burgin calls *mentalité*, the inability to receive ideas outside a limited range. It is manifested in the irritation I have observed at the emergence of the SDP, and the consequent disturbance of settled and cosy intellectual systems. Also, the sentimental attachment of many political scientists to the Labour party has inhibited the examination of the position of powerful interest groups in the polity, and of how to create a political framework which might succeed in relating them to *national purposes*. Mr Burgin *gives* examples – I would add Bernard Crick's recent soft-centred special issue of *Political Quarterly* on unemployment, which refused to analyse the trade unions' role in producing the current level of jobless.

The omission in Mr Burgin's account is the work that is going on to provide the intellectual underpinnings for political realignment and fundamental constitutional change. He might have mentioned S. E. Finer's *Adversary Politics and Electoral Reform*, other works by Finer and Richard Rose, Andrew Gamble's *The Politics of Decline* (1981) and the work of Nevil Johnson and Vernon Bogdanor of Oxford. And in singling out my 1979 work of historical record for the Study of Parliament Group, he misses other publications of the SPG more relevant to his theme – attempts to locate parliamentary reform within a political and economic context. Nor can he be aware of the work of Andrew Gamble and the writer at Sheffield on the postwar political economy of Britain, which is indirectly aimed at the same objectives.

What all these works are attempting is not a re-run of the 1960s, but the creation of a wider liberal consensus as a basis for the hard decisions which will be needed in the 1980s and beyond. It is not soft-centred – in so far as this work supports party realignment and the SDP, Mr Burgin should note the percipient remark of Alan Watkins in *The Observer* of January 31, to the effect that the SDP is likely to prove nastier on many fronts than other political parties. Mr Burgin asks what political science can do with the Scargills of this world. The answer is simple – there is no room for them in either liberal theory or practice. Sooner or later society will have to take them on and beat them once and decisively into the ground. I prefer this to be done with the widest social and electoral *backing. It will come.*

One last word – about notes and beams. Mr Burgin is an economist. Entertaining though it may be to point out the lack of coherence and relevance in other disciplines, should he not pay some attention to his own, where chronic intellectual disarray has more immediate consequences than any shortcomings of political science?

Yours faithfully,
PROFESSOR S. A. WALKLAND,
Department of Political Theory and Institutions, University of Sheffield.

Local control

Sir, – The University Grants Committee is the best reason I know for suggesting that universities and in fact all higher education should be run by local government.

The UGC is elitist in a way that local government could not be if they were running one or two institutions. Concentrating money on Oxford and Cambridge and destroying the technical universities such as Salford could be impossible if only a limited number of institutions were involved.

It is also clear that, unlike the UGC, if a decision was made there would be adequate opportunities for those affected to influence elected representatives. Those who sit on the UGC are a long, long way removed from those at the sharp end of cuts.

Perhaps the strongest argument against the UGC is that it can only act as the Government's agent carrying through whatever cut it is told to make. Local government on the other hand can raise a rate even if Government makes cuts and thereby they can act as a buffer.

In my own authority we put the rates up by 43 per cent in an attempt to protect schools and colleges from the worst effects of a massive cut in our Rates Support Grant; I feel sure that if local government were given the administration of the universities they would be looked after in the same way.

The great fear of local government control was that some parochial halfwits would have great influence in university decision-making. This view has been presented by the UGC to maintain its control. However, as time goes by most people know this is a view 30 years out of date elitist and extremely undemocratic. If local county structures can handle services which run into millions of pounds and do it well there is no reason why the universities shoud exist by the administration of an elitist quango.

It seems as if local interest is all very well in building up the feeling for a university to be established but once there the door is firmly slammed in the face of local democracy. It is perhaps a pity that universities have started to turn to other means of structural financing and control because the UGC has revealed itself as an enemy rather than because they should naturally have sought local government connexions as the most obvious way to make themselves accountable.

Yours faithfully,
A. DAVID WILLIAMS,
Chairman of Rochdale L.E.A.
Labour PPC, Colne Valley.

SSRC homework

Sir, – In your issue of January 8 Professor Chambers makes a number of critical references to my report on government R and D, published some years ago. He omits to mention, however, one important point: that the SSRC was specifically excluded from my report. One reason, mentioned in my report, was that at that time, the SSRC was a comparatively young organization but there were other reasons which will be apparent in my report on the SSRC.

Contrary to what Professor Chambers implies, I am not allergic to the concept of strategic research. If he had done his homework he would have known that (Rothschild, Lord, 1972. *Forty-five Varieties of Research [and Development] Nature* [London], 239, 373–378.)

Yours faithfully,
ROTHSCHILD,
23 St James's Place,
London SW1.

Anxious students

Sir, – I am pleased that *The THES* devoted considerable space reporting my research, "Anxious and Tenderminded Undergraduates", (*THES*, January 1). However, I am rather embarrassed by two errors which need correcting. First, I am described as "Dr Alagaratnam" which I am not: I am conducting postgraduate research at London University's Goldsmiths' College. Second, I did not actually present the paper at the London Conference of the British Psychological Society. However, I shall be presenting it at the BPS 1982 Annual Conference at the University of York in April.

Sincerely Yours,
WILLIAM JEYAM ALAGARATNAM,
Department of Psychology,
University of London Goldsmiths' College,
Lewisham way, SE14.

Paradox of fringe journals

Sir, – Your discussion around the question of the financial problems of the quaintly termed "fringe journals (*THES*, January 29) perhaps leaves out the fundamental reason for them being unviable financially. The reason has to do with the paradox that the establishment journals are supported by the public sector, whereas these journals constitute small independent businesses orientated towards lower income groups. The traditional or public sector journals receive direct and indirect subsidies from the academic institutions in which their editors teach, while libraries are virtually compelled to buy them.

Where there is an economic recession, the journals relying on a wider audience with lower incomes and so selling through bookshops necessarily find themselves squeezed through the bankruptcy of the bookshops, decline in incomes, necessity for their editorial board members to spend more of their time hunting for jobs, changing jobs, defending jobs etc.

The THES would do a service to knowledge if it campaigned for the rational solution: to place the two lots of journals on an equal status. While it would be impossible to expect actual money from academic institutions at the present time, many libraries exhibit a deplorable non-monetary resistance *to the acquisition of these journals*, which could be changed; attitudes to articles written in them differ widely with some less narrow-minded academics accepting the seminal importance of some articles, while others dismiss them out of hand without even troubling to read them, and the change of overall attitude could provide considerable assistance. It amounts to little less than an end to academic censorship, which has often brought establishment authors into disrepute with most of their students, not to speak of colleagues.

Critique, whose first large conference you reported in some detail in 1972, is probably by now among the older of the journals, one of the few not to come from the south, but it has only just survived over the years by making itself less frequent than required, by using money collected at conferences and by being largely sold outside the UK. The amount of academic work requested of it would need a full-time person, as would the routine servicing of its production needs. Inevitably, the result reflects itself in a financial problem, worsening with recession. Its print run is now down to 4,000 (formerly 5,000) with sales of the journal being more like books, selling some 1,000 to 2,000 copies over a period of four to five years initial sale.

Its income needs are, in principle, greater than most journals because of the need to translate Russian and East European materials, not to speak of the headaches in editing and proofreading, which inevitably follow. At the same time much of its natural audience cannot read it through censorship. As the Journal produces theoretical articles on both capitalism and the East it finds itself shunned by all establishments.

A number of bookshops in different countries will not display or sell it, precisely because it is critical, without sloganizing, of all existing structures, whether in East or West. Some bookshops do not take it while others put it under the shelf and proudly proclaim that no one bought it. In spite of its international conferences and being the largest selling journal of its kind, it cannot make ends meet and remain both critical and well researched.

The only conclusion to be drawn, apart from the possible implementation of a number of measures, is that, until knowledge is democratically controlled, what is viable will be determined by those relatively few individuals who control the production of knowledge.

Yours sincerely,
HILLEL TICKTIN,
Editor, *Critique*,
31 Cleveden Road,
Glasgow.

Surrey statutes

Sir, – Contrary to your report on January 29, the University of Surrey is not proposing to amend its statutes. The problem of tenure has been discussed openly in senate and various committees, and that is where the matter rests at the moment. Obviously, the university authorities had to obtain counsel's opinion on the legal position, and this was made available to all academic staff. The university also made enquiries from the Privy Council to find out whether an amendment would be practicable.

Even if the statutes were to be changed, nothing could remove an individual's legal right to claim damages for breach of contract. This is absolutely fundamental and particularly in this respect your report can only be described as irresponsible and misleading.

Yours faithfully,
PROFESSOR O. PICK,
Pro Vice-chancellor,
University of Surrey.

Selection process

Sir, – Following the correspondence on the art of interviewing and student selection (*THES*, December 18, January 1, January 29) your readers in general, and Mr Lukes in particular, might like to know that this unit provides regular short courses for university and polytechnic staff. The next course on selection interviewing is February 15–18.

The unit has also produced two video tapes on interview technique which may be hired by departments or colleges. The tapes invite viewers to discuss excerpts from interviews and provide some commentary. The tapes are accompanied by a short booklet on interviewing, which may be purchased separately from this unit.

We are willing to arrange workshops or short courses, in other institutions, indeed we prefer to work with colleagues on their home ground, especially if all the staff concerned in recruitment and selection are willing to meet together to consider the whole process from start to finish.

Yours sincerely,
DAVID WARREN PIPER,
University of London Institute of Education,
University Teaching Methods Unit,
55 Gordon Square, WC1.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Union view

Standards fall in Sir Keith's madhouse

During the last pay negotiations, against a background of cuts in public expenditure, increased charges for overseas students and the Government's policy of 6 per cent pay increases in the public sector, the unions rather meekly presented their manual and ancillary staff members with a pay offer exceeding the Government's policy but extending the pay negotiations to a date which most universities could accept as a common settlement date for manual and ancillary staff – April 1.

A certain euphoria was in the air that a common settlement date for employees covered by the Manual and Ancillary Staffs Committee, plus coincidentally a common settlement date with technicians and academics, would enhance the relative position of the exceedingly low paid manual or ancillary employee.

The testing time is upon us. Will the unequal sacrifice demanded of non-teaching staff rear its ugly head once again by an offer being presented of 4 per cent, equal to a gross increase to a full-time employee depending on grade, of £2.40 per week, or will the miracle of a single society within universities start to emerge, with vice chancellors and principals, who are better able to withstand the effects of the inflationary spiral, taking something less than what 4 per cent would produce for them, to aid their lower paid brethren in the manual and ancillary staff?

The wage claim submitted to the Central Council for Non-Teaching Staffs in January sets out six quite small and extremely reasonable targets: an increase in basic rates not less than the rate of inflation; a reduction in the working week; improved holidays; an agreed supervisory structure; a revised grading structure; a common settlement date.

It is of interest to note the massive falling-off of standards of living affecting the grades concerned. To keep pace with the inflationary spiral since 1974 would take an increase of approximately £30 per week.

Doubtless the employers will readily respond by asking the employees to have due regard to the economic climate to which they and the Government subscribe, pointing out that someone has to pay the price of 7,000 redundancies anticipated up to 1983/4 and what better way forward to prosperity than by meeting from an anticipated £2.40 gross increase, a £2.50 increase in their council house rent; an increase in gas charges of 25 per cent and electricity charges of 22 per cent, imposed for no other reason than to increase the profitability of these undertakings; increases in National Insurance of £70 pa to the average worker; increases in prescription charges of 30 per cent and dental charges of 45 per cent.

Government policies are stampeding universities to make cuts of the easiest and most obvious kind without full and proper consideration of the long-term effects. This is highlighted by the absence of consultations with staff even in those universities that have some vestige of staff consultative procedures. The estimated costs of redundancy payments for academics alone far outweigh the savings sought by Government from universities.

It is now more than ever likely that in the whole of the public sector, the manual and ancillary sector will prove to be the one the Government will seek, by all means at its disposal, to hold at 4 per cent, using the spurious argument so frequently advanced, that universities are autonomous.

The madhouse economies universities are now reduced to by Sir Keith Joseph and his hatchet men, should not be allowed to depress further the living standards of the lowest of the low paid, to be found among the manual and ancillary staff in universities.

Harold Wild

The author is acting trade union side secretary of the central council for non-teaching staffs in universities.